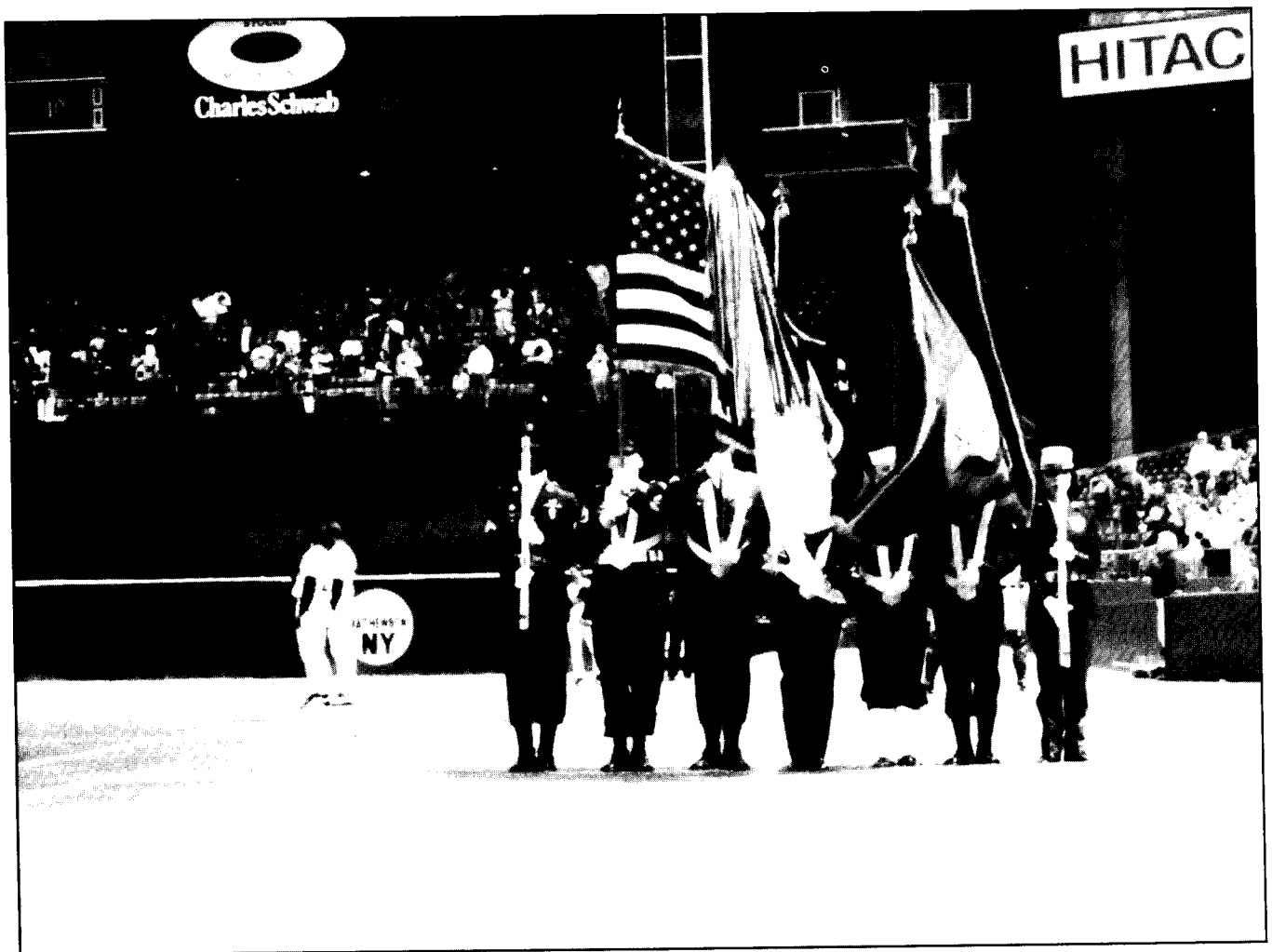


GLOBE

Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey

Presidio of Monterey on parade at a San Francisco Giants game



Globe Corrections

The Globe magazine published incorrect information in the headline and first paragraph of the Portuguese article on page 20 of the February/March 1997 issue. It should have stated that, "The Portuguese Department started in 1947 at the Army Language School (ALS), Presidio of Monterey," and not at Fort Snelling, Minn., as the headline and story indicated. Also, we should have italicized the first paragraph as an editor's note.

In the Curriculum Development article on page 14, the last

sentence of the first paragraph should be, "A curriculum assistant ensures that material developed is produced according to the provost's and Dean of Curriculum Instruction standards. "Personal identification," the first lesson, is followed later in the course with "A Changing World."

We said in one story that the Persian-Farsi course is a Category IV language course of 63-weeks. It is a Category III language course of 47 weeks. We regret the errors in the different news articles.

(The Globe staff edits all articles to conform to the Associated Press

Style Guide. This includes articles written by authors external to the Public Affairs Office located in the DLIFLC directorates and schools.

After our editorial corrections, all Globe copy goes through further editorial revisions by the command group or deans of the schools. The Globe staff makes final corrections after these other layers of editors. Then we take the finished product to the Defense Printing Service on the Presidio for final printing by a civilian contractor).



Commander/Commandant
Col. Daniel Devlin
Command Sergeant Major
Command Sgt. Major Debra Smith
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Lt. Col. Jack J. Isler
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GLOBE

*The Defense Language Institute Foreign Language Center
Presidio of Monterey, California
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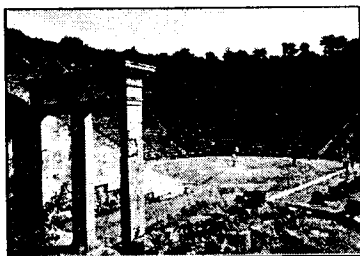
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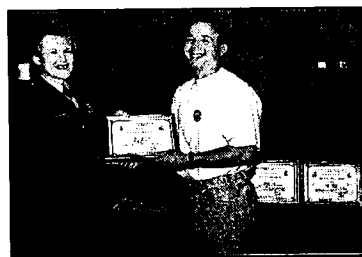
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Page 15



Page 20



Page 26



Page 32

GLOBE

Vol. 20, No. 3

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—CONTENTS—

Command News

Commander's Notes	4
Presidio Portraits: Lt. Col. Lang, Sgt. Maj. Praksti	5
Maj. Gen. Ohle discusses officer personnel system	6
DLIFLC NCO, soldier selection board	7
Air Force Element salutes outstanding airmen	8

Globe Theme

Globe features Hebrew, Turkish, Greek, Persian-Farsi languages	9
Germany linguists learn through Russian immersion program	17

Spotlight

Russian officer student writes interactive military novels	18
Presidio hosts Japanese sister city visitors	20
TRADOC Command Sgt. Maj. learns about BOSS program	21

Features

Presidio Serbian-Croatian students visit Croatia	22
Video Teleconference Center saves traveling expenses	24

Women's History Month

Col. Mettee-McCutcheon highlights career, accomplishments	26
Federal Women's Program honors outstanding role models	28

Sports

Sailors encouraged to keep physically fit	29
Bravo Company earns flag football crown	30
Marine Corps Detachment wins hoop championships	31

Awards, Degrees, Dean's Honor Roll, Graduations

Awards	32
Dean's List	33
Graduations	34

ABOUT THE COVER:

It's baseball season again. The DLIFLC joint service color guard carries the colors during opening day ceremonies for the San Francisco Giants at 3Com (Candlestick) Park April 6. The Presidio of Monterey service members performed a similiar honor for the Giants home game April 19. (Photo by Marine Sgt Ivan Roney)

Commander's Notes

I have long felt that there's a perspective on the people and events that shape DLIFLC foreign language programs over the years that only our Institute's faculty members acquire. I'm always interested in what they have to say and I suspect that readers of the Globe feel much the same.

That's why I'm pleased to see four contributions in this issue by faculty members who offer retrospectives on the programs with which they are associated.

For their valuable insights, I thank (in alphabetical order):

· Mr. Youssef Arbab, Chairperson, Department B, Persian-Farsi; European School II

· Mr. Nuzhet Gencoglu, Branch Chief, Turkish; Multi-Language Dept., Middle East School I

· Dr. Nicholas G. Itsines, Branch Chief, Greek; Multi-Language Department, Middle East School I

· Dr. Sadok Masliyah, Branch Chief, Hebrew; Multi-language Dept., Middle East School I

I hope more faculty members will offer to tell the story of their programs in future issues of the Globe.

Note that three of the language programs in this issue cover 50 years. While I'm not suggesting that a program has to have that longevity before its story is told, I think it's especially useful to note how some of our Institute's programs have achieved long life.

That's because we live in changing times and all of our programs are subject to change. Notably, their enrollments expand or contract as we carry out our mission of producing linguists for the Department of Defense. In an ever-changing world, it's inevitable that enrollments in some programs will surge when the world situation warrants it, while enrollments in other programs will taper off.


It's a reality our Institute has lived with since its inception. It's a tribute to DLIFLC's flexibility that programs are well-maintained through times when enrollment in them is low. These programs are always capable of expansion should the need arise. And the need does arise.

This issue of the Globe magazine highlights the Officer Personnel Management System (OPMS) and how it is changing to reflect today's and tomorrow's global military



Col. Daniel D. Devlin
Commandant of DLIFLC,
Commander of DLIFLC and the Presidio of Monterey

missions to lead us into the next century. Maj. Gen. David Ohle, Chief of the OPMS Task Force XXI, visited the Institute in March and told officers what to expect for future career plans. He mentioned the OPMS system has difficulties balancing priorities of warfighting capabilities and balancing officer skills and grades. Officers also learned the Army is overstructured and undermanned, especially in the company-grade positions.

March was National Women's History Month. The Institute's Federal Women's Program recognized Gail Youngblood, BRAC and Environmental Directorate, as the Outstanding Woman of the Year. The FWP honored Dean Martha Hartzog as the Supervisor of the Year. Congratulations to both. 

Presidio Portrait

of
Lt. Col. Jonathan Lang
Director of Resource Management

Lt. Col. Jonathan Lang arrived at DLIFLC March 7, 1994, as the Director of Resource Management (DRM) and before that, he was assigned to Fort Sill, Okla. He held the top budget officer's job until April 15, 1996, when he became the Deputy Garrison Commander at the Presidio of Monterey.

"I was the principal assistant to the garrison commander and was responsible for the day-to-day operations of the 450-member garrison staff," said Lang. "Our goal was providing the best possible base support to the Defense Language Institute and other tenant units. Garrison views the people we supported the same way a business views its customers."

Members of the garrison staff saw the Initial Entry Training (IET) soldiers, sailors, airmen and Marines as their number one customer. The garrison staff wanted language students to concentrate on their studies and not worry about other things.

"We realized military linguists were under tremendous academic pressure and didn't need to be concerned with a lack of base support, especially where bachelor and family housing was concerned," said Lang.

Farewell



Lt. Col. Jonathan Lang

Lang never studied a foreign language at the Institute. But, he took the Defense Language Proficiency Test (DLPT) in Italian and German and tested 2/1+ in listening and reading proficiency in both languages. He studied those two languages while stationed overseas.

His civilian education included a bachelor's degree from the University of South Florida and a master's degree from Syracuse University. His military training includes the Professional Military Comptroller Course, and the Command and General Staff College.

Lang was the Division Artillery S-4 and a Provisional Battalion Commander, 1st Armored Division, during the Persian Gulf War.

Other assignments were as a Battalion Executive Officer of a Multiple Launch Rocket System (MLRS) battalion at Fort Sill, Okla., and the Comptroller with the 1st Infantry Division (Forward) in Germany. His favorite tour of duty was as an artillery forward observer with an airborne infantry company.

Lang reported to the 2nd Infantry Division in Korea in May as the Division Resource Manager. He brought many professional skills he developed during his tour at DLIFLC under several mentors. He received the Defense Meritorious Service Medal before departing from the Presidio of Monterey.

Presidio Portrait

of
Sgt. Maj. Stephen Praksti
Sergeant Major, U.S. Army Garrison,
Presidio of Monterey

Sgt. Maj. Stephen Praksti was the Presidio of Monterey Garrison Sergeant Major and served in this position since March 1996 when he replaced Sgt. Maj. Richard Higdem. He served as the principal senior enlisted advisor to the garrison commander on issues which affect soldiers, sailors, airmen, Marines and their families.

The Presidio garrison controls the support facilities such as housing, public works, transportation, logistics, contracting, and the Directorate of Community Activities to improve quality of life for the local military community.

"My job was troubleshooting potential problem areas, making recommendations for solutions, and using adequate resources to accomplish the missions," said Praksti. "For career highlights, I listed my many years as a first sergeant taking care of soldiers and their families."

This career soldier was no stranger to the Presidio or Fort Ord. He was 1st Sgt. Praksti, Company C, 229th Military Intelligence Battalion, (from January 1994 to March 1996.)



Sgt. Maj. Stephen Praksti

Before that, he was stationed on Fort Ord as the Sergeant Major, the Army Information Systems Command. During this time, he completed the 7th Infantry Division (Light) Light Fighter Air Assault Course and proudly wears the Air Assault Badge.

Overseas tours included assignments to Korea, Panama and two tours to Germany — one to Stuttgart and one in Darmstadt.

Sgt. Maj. Praksti has an associate's degree. His military diplomas include graduation from the Inspector General Course, Army Physical Fitness School as a Master Fitness Trainer, the Air Assault Course, the Army First Sergeant Course, and Class 42 of the Army Sergeants Major Academy.

His awards and decorations include the Army Meritorious Service Medal with one oak leaf cluster, Joint Service Commendation Medal, Army Commendation Medal with one oak leaf cluster, the Joint Service Achievement Medal, the Army Achievement Medal with one oak leaf cluster, the Air Assault Badge, and the German Armed Forces Marksmanship Badge or Schutzenschnurr, Bronze.

Sgt. Maj. Praksti received the Defense Meritorious Service Medal before departing the POM.

He left for his next assignment to Heidelberg, Germany, at the end of April.

Task force director outlines OPMS redesign

Story by Joseph Morgan

What's right with today's Army? What's wrong with today's Army?

What's right today that could go wrong in the future?

Maj. Gen David H. Ohle said he and members of his task force pursued answers to these questions in their redesign of the Army's Officer Personnel Management System (OPMS).

Ohle was selected in May 1996 by Gen. Dennis Reimer, Army Chief of Staff, to head the task force that would develop OPMS XXI to meet the needs of the Army into the next century. Ohle traveled to DLIFLC in March to brief the Institute's Foreign Area Officer contingent and other Army officers assigned at or near DLIFLC whose careers will be affected by new OPMS policies.

The task force has completed a number of OPMS redesign recommendations that have gained Army approval for implementation in October. "We're still open to any recommendations that you might have," Ohle told the approximately 300 officers at a briefing he conducted at Weckerling Center.

The task force views the Army's upholding of "warfighting as job one" as foremost among the things that are right about today's Army.

Ohle said the task force views the Army's upholding of "warfighting as job one" as foremost among the things that are right about today's Army. The task

force also concluded that the Army has the highest quality officers in its history and has in place "proven systems for producing competent and caring leaders."

Enhancing the Army's warfighting capability is one of the task force's three main design criteria, Ohle said. Providing career officers with "a reasonable opportunity for success" and balancing grades and skills are the other two.

Ohle cautioned that the Army's attentiveness to warfighting is also a right thing that could go wrong. That happens when the system promotes and rewards those who perform other duties, he said.

"That's something we've got to correct," Ohle said. "There are great officers throughout the Army who deserve an opportunity to succeed."

One of the things that's wrong with the Army is that it's "overstructured and undermanned," with more officer vacancies in units than officers to fill them, Ohle said. He said the problem is most severe at company-grade level, with lieutenants serving in captains' jobs and captains serving in majors' jobs.

"We're going to reduce structure," Ohle said. "We're going to eliminate positions so we can get structural alignment. There's no way you can develop officers the way you're supposed to if they're working in jobs above their pay grade."

Ohle, whose military experience spans more than 28 years, commanded a Ranger company in Vietnam; an infantry battalion at Fort Campbell, Ky.; and an infantry brigade at Schofield Barracks, Hawaii. He served as assistant commander of the 1st Infantry Division at Fort Riley, Kan. His staff assignments include service as the Chief, Executive Services Division, Office of the Chief of Staff of the Army; Executive Officer to the Deputy Chief of Staff for Operations

and Plans; and Executive Officer to the Chief of Staff of the Army.

His awards for peacetime and combat service include the Silver Star, three Legions of Merit, three awards of the Bronze Star (one with the V-device for valor), the Defense Meritorious Service Medal, two awards of the Air Medal (one with the V-device for valor), and the Combat Infantryman's Badge. He is also authorized to wear the Parachutist's Badge, the Air Assault Badge and the Ranger Tab.

"There are great officers throughout the Army who deserve an opportunity to succeed."

Maj. Gen David H. Ohle

Personnel work was something he had never tackled until last year, Ohle said, describing his career as that of "an operator, not a personnelist."

This was something he brought up in a conversation with Reimer shortly after the Chief of Staff selected him to head Task Force XXI.

"That's exactly why I picked you," was Reimer's reply, Ohle said.

Updates on the work of the OPMS XXI Task Force and other information about the new personnel system can be accessed by visiting the OPMS Task Force web site at: <http://www.army.mil/opms/default.htm>.

Task force information is also available by visiting the Army Home Page. Click on "O" under "Subject," then click on "OPMS XXI Task Force" under "Officer."



Behind the scenes

Senior NCOs/petty officers select outstanding NCOs, junior enlisted

Office of the DLIFLC Command Sergeant Major

The DLIFLC Quarterly Joint Service Noncommissioned Officer/Petty Officer and Junior Enlisted Board is a chance for NCOs, petty officers and junior enlisted from each service to compete by displaying their knowledge in many joint service subjects. The service members' many weeks of studying and competing in unit boards culminate in appearing before the DLI Joint Service Board.

Former DLIFLC Command Sgt. Maj. Thomas Bugary chaired the last board as president. Command Sgt. Maj. Debra Smith, DLIFLC's senior enlisted advisor, will be president of future boards. Four other voting members may include the command sergeant major of the 229th Military Intelligence Battalion, the noncommissioned officer-in-charge of the Marine Corps Detachment, the command master chief of Naval Security Group Detachment Monterey and the first sergeant, 311th Training Squadron. All five senior NCOs question and rate each candidate carefully in appearance, military bearing and ability to express himself or herself.

Besides their personal qualities, the service member candidates are rated on their knowledge in nine subject areas. These include the history of the Presidio of Monterey and DLIFLC, the military chain of command, current affairs and world events. Military topics are customs and courtesies, first aid, code of conduct/law of land warfare, Uniform Code of Military Justice, military leadership and armed forces insignia. Highest marks go to the service member who has expanded his/her military knowledge to include familiarization with other services' procedures. The Joint Service Board Study Guide is a published reference that includes material in each of the study areas from all four services. It is available at units for those soldiers, Marines, sailors and airmen who are selected to appear before the Joint Service Board.

The board's final selection of the most outstanding joint service NCO/PO and junior enlisted is the cumulative effort of the unit, the supervisors and the individuals themselves. The first quarter 1997 Joint Service Board was held in Rasmussen Hall Feb. 27. Five sharp candidates went toe-to-toe for 2 1/2 grueling hours for the coveted title of Joint Service NCO/PO and junior

enlisted service member of the quarter.


Air Force Staff Sgt. Christopher Thomas, a Serbian-Croatian student from the 311th Training Squadron, and Army Spc. JoAnn Naumann, an Arabic student from Company B, 229th Military Intelligence Battalion, both emerged victorious.

Being selected as the Joint Service NCO/PO and Joint Service Junior Enlisted of the Quarter is no small achievement. After being selected as the winners, they appeared in the DLI commandant's office for a significant awards presentation March 6.

Col. Daniel Devlin, DLIFLC/POM commander and DLIFLC commandant, shook hands with the selectees and remarked on their distinguished performance before the Quarterly Joint Service Board. He gave them his personal award for outstanding achievement, the Commandant's Coin for Excellence. Then both awardees received an Outdoor Recreation Center certificate for one free weekend each at Lake Tahoe. Matt Wheeler, a representative from the Army and Air Force Exchange Service (AAFES), presented them with a plaque and a \$50 gift certificate. Manuel Martinez from the Non Commissioned Officers Association also presented a plaque to the winners.

Several members from the military units attended the ceremony in Col. Devlin's office. These included: Lt. Col. Jason Ploen and Command Sgt. Maj. Ronald Solmonson, the commander and command sergeant major, respectively of the 229th Military Intelligence Battalion; Maj. John Diggins III and Senior Master Sgt. Dale Weber, commander and first sergeant respectively, 311th Training Squadron; Capt. Philip Thorlin, 1st Sgt. Kathleen Collier and Staff Sgt. Michael Dillon, commander, first sergeant and platoon sergeant, respectively, Company B, 229th Military Intelligence Battalion.

Fred Meurer, the Monterey city manager, made the final presentation during the ceremony in Col. Devlin's office. On behalf of the City of Monterey, he issued both winners a framed proclamation from the city and an invitation to appear before the next Monterey City Council meeting.

At the Monterey City Council meeting on March 18, the two selectees were acknowledged for their outstanding accomplishment and received public appreciation and gifts valued over \$100 from the Monterey business community. 

Air Force Element honors its best Personnel of the Year

Story by Petty Officer 1st Class T.E.

"Scoop" Hansen

Photos by Jim Villarreal

The DLIFLC Air Force Element recently honored four of its own as outstanding airman, noncommissioned officer, senior noncommissioned officer and junior officer of the year. The board was held February 18 with the announcements of top personnel made February 19.

The four, Senior Airman Mary Pearl, Tech. Sgt. Deborah Harrell, Senior Master Sgt. Debra Ritchie and 1st Lt. Richard Visosky, all received gift certificates from the Army and Air Force Exchange Service and plaques from their unit.

This is the second year the Defense Language Institute's Air Force Element has held this competition.

"I was just happy to be nominated and proud to represent my unit," said Pearl. "The thing I like best about my job is the experience of working with other services in a joint command in the nerve center of the post." Pearl, a native of Harrisburg, Pa., has worked in Operations, Plans and Programs for the past year and

a half and has served in the Air Force for five years.

Tech. Sgt. Deborah Harrell, originally from Maringouin, La., was named as the noncommissioned officer of the year. She works in Test Management and has been stationed here for six months. She has accumulated 11 years total service in the Air Force. She likes the working environment. "I enjoy working with people who are concerned, professional and care about what they do," she noted. "I haven't been here that long so it is gratifying to know that most of my accomplishments were noted and carried over from my last assignment. I'm really pleased about that."

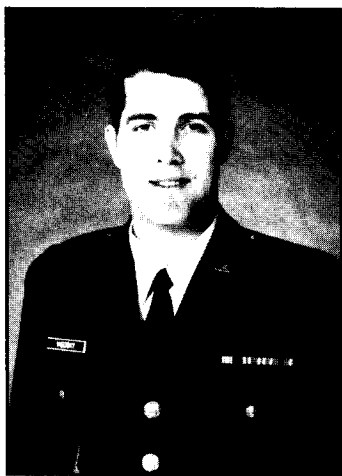
Senior Master Sgt. Debra Ritchie has been stationed at the Presidio of Monterey for two and a half years. She is the chief military language instructor at European School II. Ritchie is originally from Minneapolis, Minn., and has been in the Air Force for 17 years. She says the awards program says a lot about the unit. "We have a lot of good people in the unit who are very active and do a lot within their jobs and with the community and around base," she mentioned. "So, I

take pride in this award not just for myself or us (Senior Airman Pearl and Tech. Sgt. Harrell) who are here collectively, but the whole unit. Hopefully, we can be a positive influence on the success of our students."

According to Ritchie, the airman and noncommissioned officer board consisted of three senior noncommissioned officers on the board while for the senior noncommissioned officer and junior officer, three senior officers made the selection.

"The board looked at how involved the person was in the unit and support to the unit for on-base activities as well as their job performance and leadership qualities," Ritchie said. "It was basically the whole person concept and the competition was tough."

"They looked to see what the person had done in a 12-month period and the scope and impact of those accomplishments on the unit, Defense Language Institute, the Air Force and to some extent, the community," Harrell said. "Being an articulate and positive representative of the Air Force while continuing to work on self improvement were also factors that figured into the outcome." 🇺🇸



1st Lt.
Richard Visosky



Senior Master Sgt.
Debra Ritchie



Tech. Sgt.
Deborah Harrell



Senior Airman
Mary Pearl

Roots of Hebrew traced to Semitic languages

By Dr. Sadok Masliyah
Hebrew Branch Chief,
Middle East School I

Hebrew is a Semitic language closely related to Phoenician and belongs to the Canaanite branch of the Semitic languages (Arabic, Aramaic, Syriac). It is the language of the Jewish Bible and the Old Testament of Christians. Although it ceased to be spoken for over 2,000 years, it has a very continuous history. It has been kept in constant use by Jews from antiquity to modern times, in correspondence, reading old texts and liturgy. Hebrew's revived version (Israeli Hebrew or Modern Hebrew) became the official language of the State of Israel and made it the everyday colloquial tongue for all purposes.

Modern Hebrew is not the same language as the idiom of the Hebrew Bible. The difference between the two is great enough to make it impossible for the person who knows one to understand the other without effort, yet a partial understanding is indeed possible. Modern Hebrew is a mixture of Biblical Hebrew (2000 B.C. - 450 B.C.) and post Biblical Hebrew. Modern Hebrew borrowed many foreign words and idioms, created others from existing roots and forged many compound words. Influenced by a host of Indo-European languages (English, French, German) and Arabic, Yiddish and Russian, Modern Hebrew has lost many features of a Semitic language.

Like Arabic, Hebrew is written from right to left. It has 22 characters, five of which assume different shapes in final position. None of the characters of the Hebrew script connects to each other. Some of the characters serve as long vowels, but they are used also instead of short vowels to facilitate reading. The other vowels are symbols (dots and other reduced-size designs placed under and above the characters). In modern prac-

tice, consistent vowel marking is restricted to Biblical texts, poetry, dictionaries, and children's books.

At the end of the sixth century B.C., the old Hebrew consonantal script, practically identical with the Phoenician one, was gradually replaced by an Aramaic script. In the following centuries, this evolved into what is known today as the Jewish "square" or the standard script.

Hebrew sticks out like a sore thumb in comparative Semitics because of its most (too perfect) algebraic-looking grammar, i.e. root + pattern system. Hebrew grammarians adopted the practice of making patterns by means of the "dummy" root: p, ' , l ("to do, act" in real use), e.g. "hitpa'el" means a form where the prefix "hit" is added to the root, the first root consonant is followed by the vowel *a* and the second root consonant is followed by the vowel *e*.

In the verbal system seven common derivational classes ("binyanim," structures or conjugations) are used in Modern Hebrew. Each of these derived forms carries a meaning relevant to the basic meaning of the root formed according to a fixed pattern. The same is also true about every word in Hebrew, as it is ultimately derived from one or another "root" (usually a verb) that represents a general, and often a quite neutral concept of an action or a state of being.

Usually this root consists of three letters. By making changes in the root letters (according to fixed patterns), the original root concept or idea is refined and altered. Each of these changes produces a new word, i.e. a new meaning that literally grows out of the root, but the original, the basic idea of the root, persists in one way or another.

To illustrate this feature of Hebrew (and of Semitic languages as well), let us take an example. The three root consonants, K(X), T, and B(V) connote the idea of writing. Looking up the root,

K,T,V in the dictionary, one finds among other entries the following: (the three letters of the root are printed in bold type so that they stand out):

"**KaTaV**" he wrote
 "**KaTV**anit" typist (f)
 "**KaTouV**" Is being written, is written
 "**KTiV**" script
 "**KTaV**" handwriting
 "**KTiV**ah" writing
 "**MiXTaV**" letter
 "**KTouVet**" address

The common underlying factor in all these words is the idea of writing. Once the student learns the meaning of the root letters and masters the patterns of forming new words, his/her vocabulary is increased with a minimum effort. There are several letters in Modern Hebrew that merge into one sound, which constitute some difficulty in spelling for the Israeli and the foreign learner.

Unlike Biblical Hebrew, Modern Hebrew gave up all length distinctions and simplified the system. It also lost doubling of the sound, e.g. "diber," (he spoke) instead of "dibber" and some emphatic sounds characteristic to the Semitic languages.

Unlike Arabic, Modern Hebrew has no case endings. It has no verb "to have," and the verb "to be" in the present tense is understood from context. The Hebrew verbs have 10 persons, three tenses (the present is basically active participle) and two aspects (perfect and imperfect). Prefixes are used in the future to indicate the person. The past tense is formed by adding suffixes to the root consonants. The word order in Modern Hebrew is S (Subject), V(Verb), O(Object).

The Hebrew Language at DLI

Hebrew was first introduced at DLI in the mid-1970s for a short time. Dr.

continued on page 10

continued from page 9


Arieh Loyah, a Middle East scholar first headed the Hebrew Department. Later, in 1984, efforts were made by Army Col. Seymour Moskowitz, a chaplain and head of the World Religions and Cultures at DLIFLC, transferring National Security Council (NSC) Basic Hebrew students to DLI. Chaplain Moskowitz was appointed as temporary chairperson of the new Hebrew Department in December 1984.

Within a short time, five Hebrew instructors were on board and the instruction of Hebrew resumed in 1985.

The first Hebrew class consisting of four students graduated in 1986. Dr. Sadok Masliyah, a Semitic languages scholar served as the next chairperson of the Hebrew Department when Chaplain Moskowitz retired in 1986. Dr. Masliyah continues to serve as Hebrew Branch Chief to this day.

Among the first Hebrew faculty members teaching Hebrew were Dr. Albert Waldinger and Mrs. Michelle Kolerstein. At its peak, the Hebrew Branch had five classes with a faculty of 11 instructors and about 40 students. In addition to instructing four Basic Hebrew classes, the present eight Hebrew faculty members occasionally teach refresher and Video TeleTraining (VTT) courses. They also teach area studies and culture courses.

The Hebrew Branch has made good use of commercial materials, published in Israel for teaching Hebrew to new immigrants, and also developed supplementary materials using authentic sources. New bi-weekly tests, semester semi-finals and finals began to be developed in 1996 and will be completed by the middle of 1997.

Hebrew students' proficiency was tested through the Oral Proficiency Interview through 1990. By 1990, Hebrew Defense Language Proficiency Test (DLPT) IV was developed and implemented in November 1991. Recently, the Hebrew Branch started writing a second set of DLPT IV. Hebrew DLPT results are among the best at DLI. 

Turkish scarf symbolizes several things

By Chaplain (Maj.) Kenneth Sampson
World Religions: Curriculum
Development and Instruction

An "indication of religious political power," a "manipulative toy," an "expression of religious conviction," a "political banner and tool to dismantle the secular state." What is this controversial center of Turkish cultural debate? A newly designed flag? The proclamations of a popular religious zealot? It is the scarf.

Since the early 1980s, female college students at public universities have begun covering their hair with a scarf (referred to as "turban" by many Turkish people) to demonstrate commitment to Islam. Resulting state directives banned such attire for civil service employees and from public university campuses.

For many Turkish citizens, the woman's scarf, head covering and veil symbolize whether a person advocates secularist or religious politics. Turkey's newly elected Prime Minister Necmettin Erbakan strongly identifies with Islam. Along with his Muslim-oriented Welfare party, he seeks repeal of laws forbidding scarf and veil wearing in civil institutions.

Awareness of the symbolism represented by the scarf benefits DLIFLC linguists in two ways.

First, we encounter the uneasy state of religion and politics in the Middle East.

In the United States, our Constitution guarantees church-state separation. As a result, we often compartmentalize spiritual and political worlds. Religion becomes a private affair, frequently separated from politics. Not so in the Middle East. Not so in many parts of the world.

The depth and fervor with which religious and political beliefs motivate individuals from other societies become difficult for us to comprehend.

According to Muslim scholar Mohammad Arkoum, the "most fundamental, most searing, most debated and most embroiled issues in Islamic thought" center on the domains of spiri-

tual and political authority.


The symbolism expressed by a woman's scarf in Turkey represents the intense secular/religious debate currently taking place there. The head covering illustrates these unwavering political tensions.

A secularist government oversees Turkey's population, which is 99 percent Muslim. Some see the policies of Prime Minister Erbakan — the first leader since the founding of the Turkish Republic 74 years ago to openly embrace a politicized Islam — as undermining Turkey's secular state status. Fears of militant fundamentalist uprisings surface.

Linguists and intelligence analysts benefit from being aware of this undercurrent of secular-religious tension.

Secondly, linguists — whether serving in tactical or strategic posts — are well advised to maintain sensitivity to manners and customs used within their target language nations. Often, seemingly small gestures, taboos and practices of a people are symbols of larger, greater issues.

To develop an understanding of the "soul" of the Turkish people and their language requires sensitivity to their cultural context. Our NATO ally Turkey is located in one of the most strategically important locations in the world. To capture important nuances of her communication, interaction and understanding, we cannot overlook customs and courtesies.

Contact with our Turkish allies may take place in a variety of ways. Some may deploy to Incirlik as part of Operation Provide Comfort, which establishes a safe haven in northern Iraq for the Kurds. Intelligence personnel stationed in Europe or the Middle East may catch a military hop to Turkey to enjoy her beautiful beaches or archeological treasures. Joint operations bring us into close association with our Turkish counterparts. As we are aware of and sensitive to Turkish culture and religious/political expressions, we not only enhance abilities to carry out our mission, but enrich our lives in the process. 

Turkish used Arabic alphabet until 1928

By Mr. Nuzhet Gencoglu
Turkish Branch Chief,
Middle East School 1

Turkish is a member of the Turkic branch of the Altaic family of languages. Turkic is spoken by 175 million people from southeastern Europe to the borders of China. The Turkish branch itself is divided into the Eastern, Western, middle-Asiatic and Southern. Turkish, which is spoken in Turkey by some 65 million people, belongs to the southern group. All of the Turkic branches are quite similar.

Ottoman Turkish shows extensive borrowings from Arabic and Persian, as well as a small amount from European languages. The Turkish language is still far from stabilized. New tendencies resulting in a new group of words and even forms, as well as discarding some old ones, give it a fluid and unsettled aspect as compared to such languages as English and French. The tendency to rid the language of excessive Arabic and Persian words and forms was given official sanction in the late 1920s and has gained considerable momentum in recent years.

Turkish used the Arabic alphabet up until 1928 when the Latin alphabet was introduced and the Arabic script outlawed. The new Turkish script is almost like a phonetic transcription. A person can easily learn to read and write the language after learning what sound each letter stands for. The Turkish alphabet is made up of eight vowels and 21 consonants. Each sound is represented by one letter only, and there are no silent letters.

History of Turkish at DLI

The Turkish language program was led by Mr. Velid Dag, until his retirement in 1975. He was succeeded as chairperson by Mr. M. Sefik until 1981, followed by Mr. S. Cicin until 1993. Since then,

Mr. Nuzhet Gencoglu has been serving as Turkish Branch Chief.

The Turkish Department at DLI was established in September 1947. There were two instructors in the department at the time, who were assigned to one of the buildings which the early Russian Language Division occupied. Turkish instructors shared their large room with three other newly organized language departments — Arabic, Persian and Greek.

Instructors were told to expect their first class sometime in November 1947 and begin preparing teaching materials for that class, as well as for future ones. This was a tall order since there were no materials with which to work, not even dictionaries. The only materials available at that time were War Department Manuals BM 515 (Spoken Turkish, Units 1-12) and BM 516 (Units 13-30). One of the Turkish instructors' first jobs was obtaining dictionaries, grammar books and other reference material, but it was impossible to procure most of these materials in the United States. Available material in this country was ordered from the East Coast while attempts were made to purchase the remainder in Turkey.

This was a long, drawn-out process which took weeks and months. In the meantime, instructors tried to make the best of the situation, using the few books which were at their disposal. They worked five days a week, including most evenings, and sometimes on weekends, to have the materials for classroom instruction completed in time for the first class.

Another problem Turkish teachers faced was reproducing text materials for the students' use. At the time, there were no Turkish typewriters on hand. Although the school had ordered some, it took a long time to get the second-hand ones procured by the Army. Another

problem was the slow process of learning to type, since neither instructor knew how to use a typewriter.

After typing text materials using the two-finger method, Turkish instructors went to a basement room in one of the buildings near the old post headquarters and ran their instructions off on a ditto machine. In those days, planning and organization of textbooks was more of a challenge, since they had nothing to go by. Everything had to be started from scratch.

Another problem was obtaining qualified instructors. The department chairperson, Mr. Velid Dag, and his faculty had to go outside the Monterey area to recruit instructors. During the Christmas holidays of 1947, they were placed on temporary duty and flown to the East Coast and the Detroit area on an Army plane for the purpose of recruiting instructors. Fortunately, their efforts proved to be fruitful as they were able to hire two new instructors. As time went on, more reference materials became available. Through experience acquired by teaching, they were able to devise more effective methods of teaching the Turkish language.

In 1948, Mr. Dag was given the job of preparing a proficiency test in Turkish. After the test was completed, it had to be recorded, but there was no recording studio as we have today at DLIFLC. A make-shift studio was made using a classroom which had been converted by hanging heavy curtains over the windows. Since it wasn't possible to sound-proof this room satisfactorily, instructors had to re-record parts of the test several times because distracting background noises could be heard in the recording. As a matter of fact, one day after they finished re-

continued on page 12

continued from page 11

ording a passage, the Turkish teachers played it back and could hear sounds in the background like several birds chirping, which provided the background "music" for the proficiency test.

In the 1960s through 1980s the department had six classes per year, with the number of teachers increasing to 11. At the time, the audio-lingual methodology was used with the emphasis mostly on speaking and grammar. Also, military materials gained momentum in teaching. Students were taught the skills of speaking, listening, reading, and writing. Tests were basically achievement type. Students were responsible for what had been introduced in the classroom.

In August 1979 Turkish Headstart videos were produced and used in the Headstart classes. These were a survival course which covered basic situations. Students, mostly officers who took this course, were later assigned to duty in Turkey.

Language proficiency, or the functional ability to communicate accurately in the language, came about in the 1980s.

Toward the end of the 1980s proficiency tests were written in speaking, reading and listening, using the Interagency Language Skill Level Descriptions. The Turkish Defense Language Proficiency Test (DLPT) IV was written in 1991.

In 1984 Turkish Course developers began writing new textbooks, workbooks, lab exercises and related audio-cassettes and tests. These language materials focused on proficiency skills in listening, speaking, reading and writing. Again, Interagency Language Roundtable Skill Level descriptions were used. Grammar-based methodology was abandoned and replaced with exercises based on real-life guided dialogs, storytelling, paraphrasing, and role-playing using the functional approach and authentic materials. Artificial and contrived situations were avoided.

In these ventures, cultural activities, films and area studies were introduced. This new methodology also produced creativity and flexibility. Memorization and grammar drills were also avoided. Counseling students became part of the

instruction to diagnose students' learning problems and needs, and to modify lesson plans and schedules, if necessary. The new Turkish Basic Course was implemented in 1989.

In 1990 the Turkish Interactive Video Disc (IVD) project was finalized, integrating it into the resident Turkish Basic Course. The project was accomplished in Turkey, using authentic language and cultural settings. Today, IVDs are still being used in the basic course, where students watch a video segment of a situation, listen to the dialog, and answer questions at the end. Students can stop the video anytime to listen again.

Today, three instructors teach two basic course classes, while two other teachers are writing a second set of the DLPT IV. Also, each year we teach up to three short courses of eight-weeks duration.

For student proficiency results, the average DLPT scores of 2/2/2 and better for listening, reading and speaking the Turkish language are about 80 percent.



Turkish instructors pose with one of their 1994 graduating classes as the students proudly display their diplomas. (U.S. Army photo)

Persian-Farsi faculty, students observe New Year

Compiled by Laleh Shabani,
Edited by Youssef Arbab,
Persian-Farsi Chairperson,
Department B, European School II

DLIFLC Persian-Farsi staff, faculty and students observed "Norooz," the Iranian New Year, March 21. "Norooz" (new day) marks the end of winter, the rebirth of nature and the season to reaffirm family ties and friendships. This festive season has been celebrated for more than 2,500 years. Many rituals followed during this season date back to the Zoroastrians who lived in ancient Iran.

It is speculated that a legendary Jamshid Shah began the tradition of New Year on the first day of spring. According to one legend, Jamshid Shah, who was originally called Shah Jam, loved the sun's rays. One year on the first day of spring, he sat facing the sunrise in his bejeweled throne on a mountain top. Onlookers saw the sun's rays reflecting off his crown and throne and shouted in amazement, "Shid (luster)!" From that day, Shah Jam became Jamshid Shah.

"Norooz" festivities begin weeks before the official arrival of spring. People plant wheat and lentils in dishes for sprouting ("Sabzeh"), cleaning, painting and repairing new clothes for the New Year. Iranians buy presents for children and friends while women prepare sweets days or weeks before the official holiday.

"Haji Firuz" are traditional heralds of "Norooz" who appear a few weeks before March 21. These people blacken their faces and dress in colorful costumes to remind everyone to start preparing for the festivities. "Haji Firuz" entertain people by dancing and singing comical folkloric tunes as they wander through streets.

"Chahar Shambah Soori"

On the last Wednesday of the outgoing year, Iranians perform special rituals

referred to as "Chahar Shambah Soori." In Farsi, "Chahar Shambah" means Wednesday, while "Soori" means red, referring to fire. According to legend, people should burn away all bad luck of the preceding year over a fire. Youth gather kindling in the morning of "Chahar Shambah Soori." At sundown, a fire is prepared for everyone to jump over while the crowd chants phrases such as "your redness is mine and my yellowness is yours" to the flames. This is a symbolic exchange of poor health (yellowness of the individual) for good health (redness of fire).

The fire-jumping ritual was originated more than 2,500 years ago. It was noted and recorded by Greeks when Alexander the Great conquered Iran. Historians don't know why the day Wednesday was chosen to perform this custom. However, they confirm that when the well-known scientist and poet, Omar Khayam, developed the solar calendar in the 13th century, the people started to celebrate this ritual on the last Wednesday of the year.

"Sal Tahvil" refers to the exact moment spring begins. This is the instant the sun crosses the earth's equator, making day and night equal length. "Sal Tahvil" is the climax of the "Norooz" festivities. This year "Tahvil" falls on March 20.

"Haft Seen"

Just before the arrival of the New Year, the "Haft Seen" table is set. The literal translation of "Haft Seen" is "Seven S's," referring to seven items beginning with the letter "S" in Farsi, which must be displayed on a tablecloth. These items are: "sekkeh" (a coin), "sabzeh" (greens), "samanoo" (a dish made from wheat), "seer" (garlic), "serkeh" (vinegar), "senjed" (a sweet dried fruit), and sumac. In some regions of Iran, other items beginning with "S" such as "seeb" (apple) and "sombol" (hyacinth) are


placed as part of the seven special items.

Over the centuries, the traditional "Haft Seen" table has become a centerpiece for additional items. Candles represent fire; a mirror symbolizes eternal life; colored eggs mean fertility; two goldfish in a bowl bring good luck; the Koran is a symbol of faith in God; and gold coins represent future prosperity. The table is decorated with tulips and narcissus. Honey or sweets are added as a final touch.

An hour before "Sal Tahvil," family members gather around the "Haft Seen" table. Candles are lit in anticipation of the New Year. After "Sal Tahvil," family members exchange greetings and elders give gold coins or new money to the young. The week after New Year's Day is devoted to visiting relatives and close friends. It's customary to visit elders' homes first. Everyone puts on new clothes and enjoys pastries prepared especially for the "Norooz" season.

Season festivities end with the arrival of the 13th day of spring or "Sizdah Bedar." The literal translation of "Sizdah Bedar" is "Thirteen Out." As in most cultures, the number 13 is considered unlucky among Iranians.

To keep bad luck away, everyone stops working and spends the day outdoors. Picnics are held to drive away bad omens, while families spend the day bonding, eating, dancing and conversing.

Single women make knots in the grass if they wish to form families; the knots imply that this time next year they will be married. The green wheat and lentils which were planted for the "Haft Seen" table are brought along and tossed into streams to mark the end of the "Norooz" season. At sundown, once all bad omens are banished, everyone returns home and the "Norooz" festivities come to a close. 

Persian-Farsi observes 50 years at DLI

By Youssef Arbab
Chairperson, Persian-Farsi
Department B, European School II

The year 1997 marks the 50th anniversary of the Persian-Farsi program at DLI. Since its inception, the program has adapted to the changing needs of the military with great success. Graduates of the program have performed their military duties well and also participated in community projects capitalizing on their language skills. Most recently, when the Olympic Security Support Group needed segments of its Law Enforcement Handbook translated into Persian, it utilized the services of DLI graduates stationed at Fort McPherson, Ga.

In November 1947 Persian, a category-three language, and nine other languages, were added to Russian and Japanese, the only languages previously being taught at DLI, which was then called the Army Language School. The Persian Department began training students in early 1948. Persian, Albanian, Greek and Turkish were all in the same section. The program was put together in haste, due to geopolitical reasons and the U.S. interest in the Middle East, especially in Iran.

According to one of the earliest graduates of Persian, the department started with only four instructors and no textbooks or other instructional aids. Instructors relied solely on their own creativity to provide the necessary material needed for students. All materials were handwritten while tests were administered every other week.

It was during these early days that the ideas for the Persian-Farsi Basic Course originated as we have it now. Developed in the mid 1960s, the basic course is primarily a survival course designed to provide a linguist with the

skills necessary to interact with the general public. It places a lot of emphasis on the spoken language.

The first newspaper book was added to the basic course in 1983 followed by a second newspaper book called "PARSI" added in 1995. The latter is a compilation of original articles from various newspapers, followed by supply-type questions and classified according to Final Learning Objective (FLOs) contents. These two books, beside the regular Persian radio and television broadcasts, as well as voluminous extra material that instructors provide, complement the basic course. Together they are instrumental in achieving the desired DLI results.

Subsequent to the development of the basic course, weekly and phase tests were developed. By the late 1970s, the need to revise the Persian Curriculum was evident. Thus, the first part of the basic course was redone in 1980. The redone portion, called the Threshold Phase, replaced the first 18 lessons of the basic course and was revised in 1988. Also in 1980 the Sound and Script part of the course was added to the basic course.

In the early 1990s the Persian DLPT IV (four versions) was developed through the Testing and Evaluation Division.

According to the recommendations of the Persian Curriculum Review of 1992, the departmental tests are being completely revised in a joint effort by both Persian departments. The new series of tests are biweekly and are designed to take place after the completion of every 10 lessons. A new set of quarterly tests was developed at the same time as the Defense Language Proficiency Test (DLPT) IV and were delivered to the Testing Division.


In 1994 a 22-week Persian-Farsi Basic Military Course was completed through the Curriculum Division for the Special Operation Forces (SOF). Also in

1994 an initiative started to develop three textbooks for an intermediate course through the Curriculum Division. Books I and II have been printed and are being used in class. Book III is ready for print.

Also, the first two computer-assisted programs were developed in 1995-96. The first is a multimedia exercise program for the Sound and Script portion of the course; the second is also a multimedia reading and listening exercise program done through Technology Integration. The former is particularly useful at the beginning and the latter is designed for the last portion of the course.

The instructional program as it stands now is divided into three semesters. Each semester is approximately 12-weeks long and encompasses two phases. At the end of each phase a Phase Test is given. Weeks 37-47 are spent practicing different skills. Students receive many supplemental practice materials extracted from various Persian publications and broadcasts from Iran, as well as from the United States.

Prior to the Iranian revolution, Persian was not considered an important language. In fact, in the late 1970s the department went through a cutback on the number of instructors, partly due to the seemingly stable political situation in Iran. In 1979 the number of Persian students had declined to nine, the lowest enrollment ever.

Since the Iranian revolution of 1979 and the subsequent drastic change in political relations between the United States and Iran, enrollment in the Persian Department has steadily increased. This growth, in turn, led to the creation of a new Persian Department in October 1996 by splitting the program into departments A and B in European School II. Each has 80-100 students and about 18 instructors. The present chairs are Dr. Ale Ali in Department A and Youssef Arbab in Department B. 

Greek language program celebrates 50 years at the Presidio of Monterey

By Dr. Nicholas G. Itsines,
Chairperson, Multi-language Department,
Middle East School I

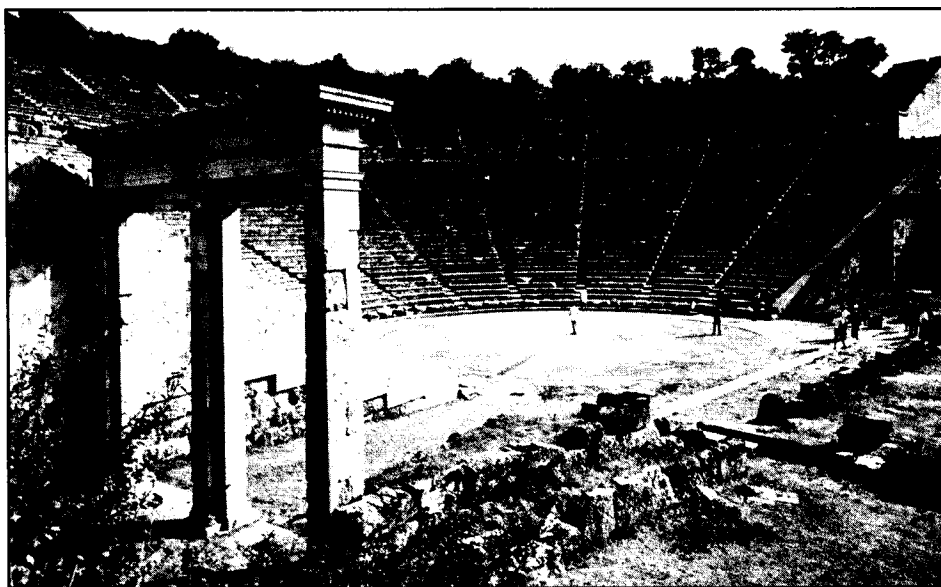
The Greek language program at the Defense Language Institute, then the Army Language School (ALS), was established in 1947, along with Arabic, Persian, Turkish, French and some five other languages. As such, with the exception of Japanese and Russian, it is one of the longest continuously taught languages at the Presidio of Monterey.

Two firsts are associated with Greek at DLI: its founder, Miss Ann Arpajolu, was the first woman instructor at the Presidio (arriving in September 1947), and she was also the first woman to become a language department head.

Greek started in 1947 as a direct result of the Truman Doctrine (March 1947), which offered American aid to combat the communist insurgency during the 1947-1949 Greek Civil War.

At first, Miss Arpajolu was told to expect 20 students -- who were to start in November -- and then the number went up to 125 in January 1948. Under such prospects it was urgent to recruit more teachers. During the 1947 Christmas break, she was sent to New York to do just that. Among the earliest teachers she hired were Olga Mavrophidou and Socrates Eleftheriades, Aris Zavitsanos, Angelos Seferiades, and Simon Kuntelos.

The other challenge was to prepare materials for the Greek curriculum. Greek is an Indo-European language, but it has its own alphabet. Therefore, a Greek typewriter was needed if a course was to be developed. Arpajolu, who's still alive and well in retirement, remembers that when she asked for a typewriter,



Historic Greek amphitheater

"they said they'd have to check all Army supply warehouses to make sure they didn't already have a Greek typewriter. Only then would I be allowed to order a Greek typewriter." She goes on to say that through her supervisor she obtained a typewriter much quicker from a Greek church in San Francisco. But it needed some minor repairs.

"However," she muses, "the Army said, 'Oh no, it wasn't bought with government money, so we can't use government technicians or funds to repair it.' I said to myself, 'Everything I've ever heard about the Army and the crazy things they do is true.' Here we had a free typewriter and couldn't use Army repairmen to fix it, even though it was used for Army business."

In the end, her boss found a young GI who was a mechanic, bought him the best steak dinner in town, and he agreed to repair it. Thus, she began typing

course materials on mimeograph stencils for reproduction.

Greek Curriculum

The indefatigable Arpajolu, assisted by her colleagues, continued to write and revise course materials and a battery of tests. These constituted the basis of the present Greek Basic Course, written in the audio-lingual method, which is more than 35 years old and quite antiquated. Suffice it to say that the Greek Branch today uses a variety of supplemental materials and teaching strategies to make the course communicative. Traditionally, excellent Defense Language Proficiency Test (DLPT) results confirm the effectiveness of the program.

Greek is the oldest branch of the

continued on page 16

continued from page 15

Indo-European family of languages -- some of 4,000 years old -- and is the longest continually spoken language in Europe. Since languages are living organisms, they evolve and change and Modern Greek is no exception. In its present form, it is the descendant of Linear B, and Homeric Greek, of classical, Hellenistic "Koine" and medieval Greek, to name just a few strata.

However, as A.T. Robinson notes: "It is one language whether we read the 'Epic Homer,' the 'Doric Pindar,' the 'Ionic Herodotus,' the 'Attic Xenophon,' the 'Aeolic Sappho,' the 'Atticistic Plutarch,' Paul the exponent of Christ, an inscription in Pergamus, a papyrus letter in Egypt, Tricoupis or Vlahos in the modern times ('Grammar of the Greek New Testament in the Light of Historical Research,' p. 42).

With the creation of the modern Greek state in 1829, the "Katharevousa," or puristic Greek, a more archaic form of Modern Greek became the official written language, beating out the common spoken "Demotic Greek." It was the language of the government, the church, the legal system, the army, the press and the educational system until 1977, when "Demotic Greek" became the official language of the country.

This monumental legislative decision and the adoption of the monotonic (one accent) system in 1982, (the existing course, written in the late 1950s and early 1960s obviously contains both "Katharevousa" and the polytonic accent system), and the increasing age of the Greek Basic Course led to efforts to write a new course. The first attempt in the late 1970s failed to produce results for a variety of reasons. In 1983-84, a new course-development effort produced the Analysis and Design documents in preparation for writing the new course.

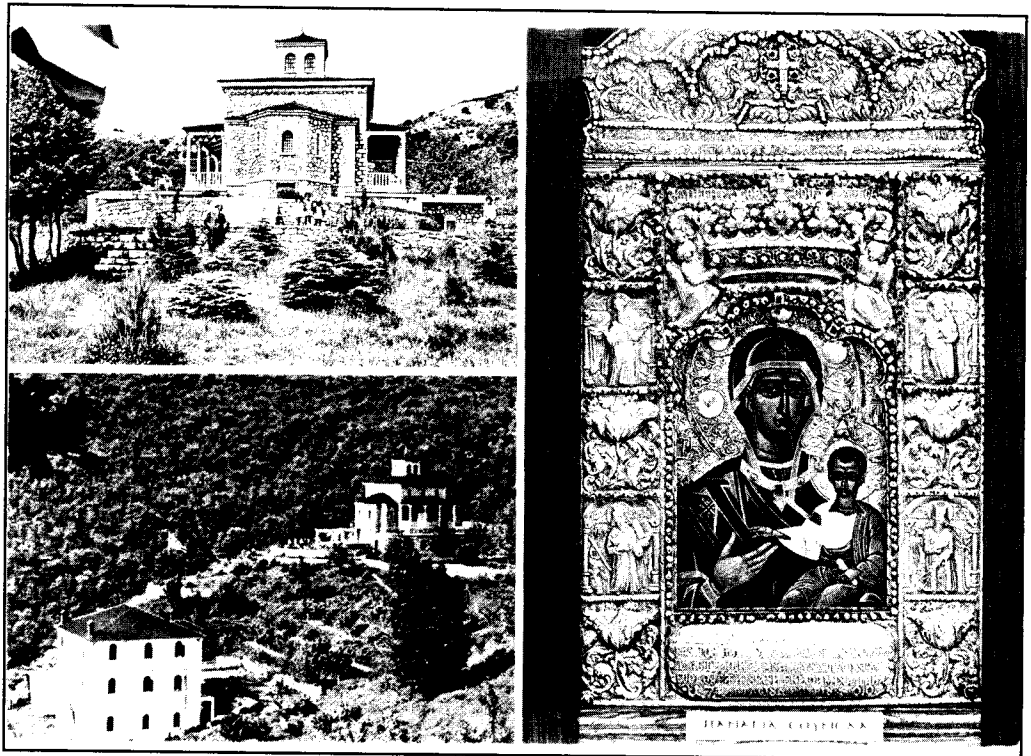
In 1987 a decision was made to develop semesters I and II by contract, but writing did not begin until 1991 when the first lessons were sent to the Greek department for review. Contractor-related delays and other problems forced us to change contractors in 1996. Semester I (38 lessons) is expected to be completed shortly. I plan to implement this new Semester I course in August 1997 with the incoming Greek class. Semester II is to be completed by December 1998, and Semester III will be developed in-house afterward.

In January 1988 the Greek Interactive Video Disc (IVD) courseware project was approved to support and supplement Semesters I and II of the new course. Filming in Greece took place in 1989 under contract, followed by editing. However, due to lack of funds, alternate sources were sought at the National Security Agency (NSA) and most recently at the Center for Advanced Language Learning (CALL). The present goal is to

complete the project on CD-ROMs containing video, graphics, exercises, and vocabulary. When it is completed, it will add computer-assisted materials to the Greek course.

Greek students are tested weekly every three lessons, with comprehensive mid-semester and semester finals given accordingly. Semester I of the present course consists of lessons 1-46, Semester II covers lessons 47-75, and Semester III contains lessons 76-120. Students also take final semester tests in Area Studies, which cover a survey of Greek history and civilization, and Culture, which focuses on 30 culture-related themes.

Students are tested on their language proficiency by the DLPT. The Greek DLPT I, developed in the early 1950s, continued to be used until 1979; it was replaced by the DLPT II in 1980, which was in turn replaced by the DLPT IV in 1995. Final Learning Objectives tests were developed at the Directorate of Evaluation, Standardization and Testing



Scenes from Christian Greece

(EST) and implemented in 1996.

Faculty and Students

Arpajolu headed the Greek Department until her retirement in 1973. She was succeeded by Aris Zavitsanos, who served from 1973-1985, and he in turn was succeeded by this writer, Dr. Nicholas G. Itsines, from 1985 to the present.

1997 marks the 50th year of the Greek language program's existence at DLI. As long as the Greek Civil War continued (1947-1949), the student population numbered 100-130 with some 15 instructors. From the 1950s to the late 1980s the Greek Department operated with up to nine instructors and five classes, with up to 35 students per year.

The overwhelming majority of Greek students has always been officers going to American bases in Greece. With the fall of communism in 1989 and the closure of the bases, the number of Greek classes and students gradually decreased. Since 1994 we've been having an average of six students in one class per year.

DLI's decision in November 1988 to combine smaller language programs into Multi-Language Departments and rename them as branches affected the Greek Department as well. At first the Greek Branch was together with the Hungarian, Bulgarian and Serbian-Croatian branches. When the latter language programs were abolished in 1989, the Greek branch joined with the Hebrew and Turkish branches. These three languages constitute the Multi-Language Department of Middle East School I today.

Over the years many instructors have taught Greek at DLI. Besides those previously named, I should mention Efthimios Karahalios, who briefly served as Branch Chief in 1988-1989; the colorful Spiro Lekas; Arthur Paleologos; Andrew Bouzinekis; Mrs. Lia Womack; Theodore Psarras; and finally Spiro Politis; and Miss Katina Kreatsoulas who carry on the mission today.



Student-linguists learn from on-site immersion study

Marshall Center Public Affairs Office
Garmisch, Germany

(Editor's note: The Marshall Center Public Affairs Office in Garmisch sent the following article to Soldiers magazine, which was published in the May 1997 Soldiers magazine).

Garmisch, Germany: —
"Bromley, Khmel'nitskiy?" echoed through the officer's club in Minsk, Belarus, as Defense Attaché Maj. Robert Hand read the list of American service members and their Belarusian sponsors. Sgt. Bruce Bromley and 10 others were meeting the sponsors with whom they'd live, eat and most importantly, speak Russian for the next week. The first tentative greeting in Russian seemed to express the excitement and apprehension that most of the students felt.

The mood was decidedly warmer a week later in the lobby of the Hotel Planeta as Americans and their new Belarusian friends exchanged parting gifts, took pictures and said good-bye. This final meeting capped a week of in-country immersion training for linguists attending an intensive five-week Russian refresher course at the Foreign Language Training Center, Europe (FLTCE), in Garmisch, Germany.

FLTCE currently offers intensive refresher and enhancement training in 10 foreign languages to linguists from all four U.S. military services, including the Reserve Components. Students are taught by native instructors in small groups that don't exceed a student-to-instructor ratio of 4-to-1. A crucial element in the curriculum is in-country immersion training, which sends stu-

dents wherever their target language is spoken for a week of applying what they've learned in the classroom.

Students in Belarus and Poland were the first to participate in a new immersion approach at FLTCE — "home stays." Students are placed in homes, rather than staying in hotels, to give them greater opportunities to use and sharpen their language skills. Students also receive valuable insights into how ordinary people live and think in their hosts' countries. The only regular contact with English speakers is a daily gathering for accountability and scheduled events such as visits to university classes or museums. The result is a much more intensive learning experience.

For many students, FLTCE's immersion training is the first opportunity to visit a country where their foreign language is spoken.

"For FLTCE students to fully appreciate the culture, history, and political and economic realities of a specific region, we feel that it is important to bring them as close as possible to the people through home stays," said FLTCE Director Maj. Robert Loynd. "In the long run, we are helping to create better linguists."

Military occupational specialty (MOS) -qualified linguists interested in the program should contact a unit command language program manager or S-3 office. Units can contact FLTCE's director of instruction, Mr. Brendan Phipps, at DSN (314) 440-2459 or e-mail loyndr@email.marshall.adsn.int for class schedules and tuition information.



Student's interactive novels teach combat leadership, decision-making

Story and photo by Joseph Morgan

You can learn a lot about battlefield decision-making from the combat novels that Lt. Col. John F. Antal has written. He's put into them much of what he has learned about warfighting and leadership in his 20 years as an Army officer and from his lifelong study of combat arms.

What's more, Antal has structured the novels to draw you into their narratives in an inventive way.

"They're 'interactive fictions,'" explains Antal, who recently completed two months of intensive Russian study at DLIFLC under the tutelage of Dr. Rachel Joseph. "You don't just passively read the novels, you participate in determining how they end."

Antal is a 1977 graduate of the U.S. Military Academy at West Point who has been selected to attend the U.S. Army War College starting in July. Twice a tank company commander, twice a tank battalion operations officer and a graduate of the Command and General Staff College at Fort Leavenworth, Kan., he's the type of officer who seeks out assignments that place

him with troops in the field.

One of his assignments was as executive officer of the 1st Battalion, 63rd Armor — the famed Opposing Forces at the National Training Center at Fort Irwin, Calif. He recently served as the commander of an M1A1 tank battalion, the 2nd Battalion, 72nd Armor, 2nd Infantry Division, at Camp Casey, Korea. His Task Force 2-72, nicknamed the Dragon Force, is stationed just a few miles from the demilitarized zone between North and South Korea.

Troop assignments are the jobs that Antal is plainly proud of. "It's been one of the greatest honors of my life to lead American soldiers and to be sent to places where the U.S. Army is forward-deployed," he said.

A voracious reader of books on military subjects who likes to tour historic battlefields, Antal began his writing career producing nonfiction pieces for military journals such as "Military Review," "Infantry," "Armor," "Artillery" and "Engineer." A prolific writer, he has had 28 articles published to date.

He also participated in discussions of battles, weapons and military leaders in 19 of the 25 episodes of the "Brute Force" television series that aired weekly on the Arts and Entertainment Network in 1994-95. Reruns of the series continue to appear on A&E.

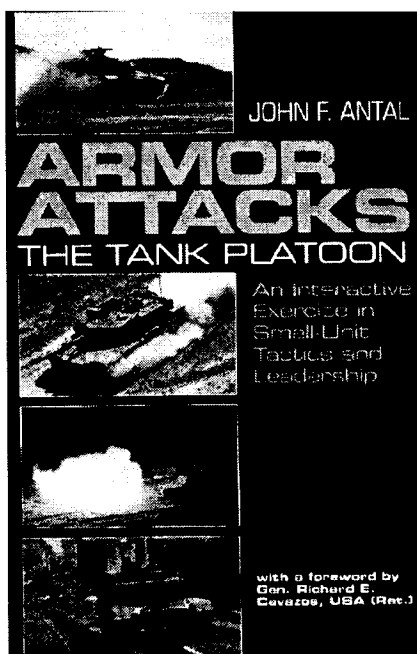
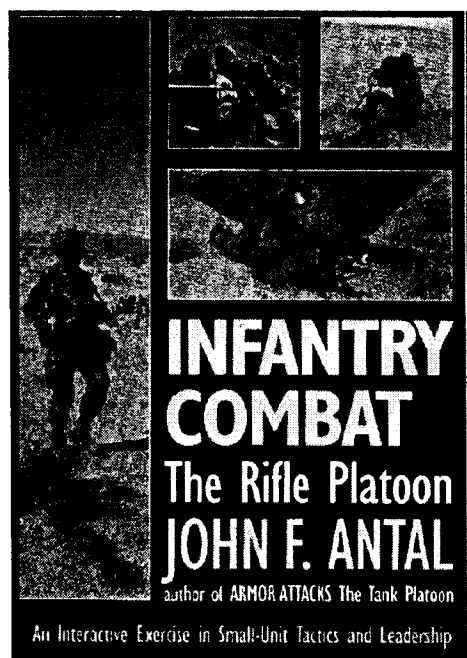
Ideas for writing interactive fiction came to him while he was at the National Training Center and later at the Command and General Staff College, Antal said.

"I became intrigued with trying to help young officers and NCOs and soldiers sharpen their tactical skills and their ability to make decisions," he said.

"Part tactical decision game, part combat adventure page-turner" is how one reviewer described the interactive structure of an Antal book.

In "Armor Attacks," Antal's first interactive novel, published by Presidio Press in 1991, the reader makes decisions for fictitious Army 2nd Lt. Sam Jaeger, commander of a platoon of four M1A1 tanks, each with a four-member crew, in a combat scenario.

Antal sends Jaeger (and the reader) on two missions, one in which Jaeger is ordered to conduct an assault and another in which he conducts a counter-reconnaissance.



"In each area you must bring your knowledge and judgment to bear," says the publisher's back-cover blurb. "If you choose wrong, defeat and even death may be your lot. If you succeed, you savor the taste of victory and live to fight another day."

The success of "Armor Attacks" led to Antal's second interactive novel "Infantry Combat," published by Presidio Press in 1995. In "Infantry Combat" you make decisions for fictitious Army 2nd Lt. Bruce Davis as he commands an infantry platoon defending a position against an advancing mechanized force.

Antal has divided the books into numbered sections. After the opening section it's the reader's decision-making that determines which section to turn to. To help the reader make informed decisions, the author has included in each book glossaries and appendices with detailed information on weapons, unit organization and other subjects.

Here and there in both books Antal has also placed instructions for the reader to proceed according to the outcome of a roll of dice. It's Antal's way of showing that the element of chance is always present on the battlefield.

As Antal puts it: "You can make the right decisions but you can be unlucky."

The narratives resound with the din of battle. ("Karrummp! Karrummp!" is the sound of incoming artillery in "Armor Attacks.") The author says he's tried to make the novels as realistic as possible.

"Of course when you're reading them you're probably not wet, cold, hungry, tired and being shot at," he says, in deference to the conditions under which combat soldiers through the centuries have had to carry out their duties.

Antal is currently at work on a third interactive novel, "Company Team," for which the reader makes decisions for the commander of a heavy company team of two tank platoons and two mechanized infantry platoons.

"He's on a mission to relieve a light infantry unit that's surrounded by enemy forces," says Antal. "If he doesn't get there in time they'll be annihilated."

Antal is also completing his first non-interactive novel. Titled "Proud Legions," about a future conflict in Korea.

His Russian study at DLIFLC was an all-out effort to prepare him linguistically to be the first U.S. military officer exchange student at Russia's Vorshilov Academy. The academy is where senior colonels and general officers of the Russian Army grapple with a curriculum that invites comparison with that of the U.S. Army War College.

Antal said he was saddened when arrangements for a



Russian student Lt. Col. John Antal and Dr. Rachel Joseph, his instructor, talk about classroom progress in a two-month special course. Dr. Joseph tailored her instruction to meet the needs of this one student.


year's study there suddenly collapsed, but the opportunity to attend the U.S. Army's prestigious warfighting institution took the edge off his disappointment.

At DLIFLC Antal spent at least 10 hours a day focused entirely on Russian, a language he first studied at West Point. When his wife Uncha joined him a few weeks after his arrival at DLIFLC, she began to study Russian by entering a Basic Course class that was forming. Dr. Joseph, who has been a DLIFLC instructor since 1990, guided Antal's instruction using many texts and Russian magazines, newspapers and videos, sometimes covering in days what Russian Basic Course students cover in weeks. She was impressed by Antal's success.

"He is a very hard working student," said Dr. Joseph. "We went so fast. He worked day and night and he came in every morning prepared."

"I've benefited tremendously from my DLIFLC experiences," Antal said. "It's a great place to learn."

Despite the turn of events, Antal said his Russian study may yet serve in the interest of improved relations between Russian and U.S. military forces, its original purpose.

"I have the feeling that I'll probably be the sponsor for a Russian officer at the War College," Antal said. 

DLIFLC hosts Monterey sister city visitors from Japan

Story and photo by Joseph Morgan

DLIFLC was one of the stops on a March 25 tour of Monterey for eight members of a delegation from Nanao, Japan -- Monterey's sister city.


The visitors were accompanied to DLIFLC by Monterey Mayor Dan Albert and were greeted by Col. Daniel Devlin, DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant. They attended a DLIFLC command briefing

conducted by Air Force Lt. Col. Roderic Gale, DLIFLC Associate Provost and Dean of Students, which was simultaneously interpreted by the delegation's interpreter.

The delegation visited the Japanese Branch, Multi-Language Department, Asian School I, and met with students, faculty members and Col. David Gross, Presidio of Monterey Garrison Commander, at a reception there.

The sister city relationship between Nanao and Monterey was formalized in

December 1995 after about 10 years of exchanges between community organizations and schools of both cities.

With a population of about 48,000, Nanao is situated on the Noto Peninsula in Ishikawa prefecture on the west coast of Honshu, the largest of the four main islands of Japan. Like Monterey, Nanao's economy was once based largely on a thriving fishing industry which has been replaced in recent decades by other enterprises, including tourism. 



A member of the Nanao, Japan, delegation takes her turn as self-introductions are conducted in Japanese during the delegation's visit to the DLIFLC Japanese Branch. Nanao is Monterey's sister city.

TRADOC Command Sgt. Maj. learns about local BOSS program

Story and photo by Bob Britton

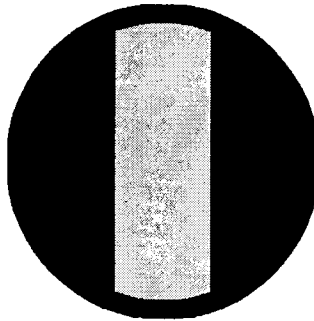
Command Sgt. Maj. James McKinney, the Training and Doctrine Command's (TRADOC's) top enlisted advisor to the commanding general, received a briefing on the Better Opportunities for Single Service Members (BOSS) during his visit to DLIFLC March 18. Normally similar groups at other Army installations call themselves Better Opportunities for Single Soldiers, but the name changed at the Presidio of Monterey to include single service members from all military services.

Sgt. Maj. Stephen Praksti, the former garrison sergeant major, fully supported the BOSS program, advised the executive council and helped members achieve their goals and development to improve the quality of life on the POM.

Senior Airman Mary Pearl, the vice president of the BOSS executive council, briefed Command Sgt. Maj. McKinney on the local program and its progress. The POM BOSS program features monthly meetings, receives advice from the garrison command sergeant major, and has a high turnover of members due to class graduations and permanent changes of station, mentioned Pearl.


"The BOSS program works when we have command support, which we do," said Pearl. "Our goals are submitting reasonable requests to the command group to improve quality of life on the Presidio for single service members. We also plan quarterly recreation and leisure activities for everyone."

Command leaders listen to the BOSS suggestions and make changes when they can. Success stories include increased numbers of postal mail boxes and imple-



menting carry-out meals from the dining facilities. BOSS members and the commanders got the Monterey Public Library to waive its \$40 library user fee for non-Monterey residents. Also, single service

members may use Outdoor Recreation facilities and ticketed events at cost. A future recreational trip is planned for the Great America Amusement Park near San Jose.

"We do have several challenges ahead for the BOSS program," said Pearl. "One challenge is retaining the different unit and service representatives without a high turnover rate. We need to stay focused and improve communications between the command and service members. Also, junior enlisted service members and the BOSS council need time off from duties to attend meetings." 



Senior Airman Mary Pearl, vice president of the DLIFLC Better Opportunities for Single Service Members (BOSS) executive council, presents a BOSS T-shirt to Command Sgt. Maj. James McKinney, the Training and Doctrine Command's (TRADOC's) Command Sergeant Major. McKinney received briefings as he visited the Presidio of Monterey and DLIFLC March 18.

DLI Serbian-Croatian students visit Croatia

By Staff Sgt. Christopher Thomas
Serbian-Croatian Student

On the Friday before class break in February, two Serbian-Croatian students decided to drop everything and travel to Croatia. We were in Croatia 72 hours later, ill-prepared, but not ill-equipped to handle the journey in a foreign country. While lack of preparation and planning made the vacation unpredictable, it also made it even more satisfying.

Airman 1st Class Deborah Pratt and I spent a week traveling the country, experiencing the culture, history and most importantly using the language we studied since last June.

Democracy protests and civil-unrest precluded a visit to Serbia. Also, a lack of time hindered traveling to the other republics of the former Yugoslavia: Montenegro, Macedonia, Bosnia and Slovenia. But the excursion was richly rewarding and eye-opening.

Croatia, located in southeastern Europe, borders Slovenia to the North, Hungary to the Northeast, Serbia and Vojvodina to the East and Bosnia to the South. A land of unique beauty, situated near the Alpine, Pannonian and Mediterranean regions, Croatia comprises a magnificent blend of plains, hills, mountains and shoreline.

Add the Dalmatian coast, which rolls along the banks of the Adriatic Sea, and Croatia spans more than 1,000 miles of mainland Adriatic shoreline. In addition, Croatia is home to 1,000 islands and reefs, including Korcula, the legendary birthplace of Marco Polo.

Croatia is still recovering from the break-up of the former Yugoslavia and the economic hardships left over from a bloody and devastating war of independence. Despite these obstacles, Croatia seems well on its way to again becoming

a tourist haven and a European economic force.

Unlike some European people, Croats are a kind, friendly and giving culture. "The friendliness is very genuine," Pratt said. "I was surprised each time I dealt with the people there. They were genuinely thrilled to spend time and talk with us."

Literally hours before the journey began, Biserka Potrebic, a native of Croatia, graduate of Zagreb University and instructor in the Serbian-Croatian school, called her cousin in the capital city of Zagreb, and warned her of our impending arrival. "I called Pavica Srketic and asked if two students could stay," Potrebic said. "She said yes. That was it."

Following a nonstop flight from San Francisco to Frankfurt, a six-hour layover loomed. "It was terrible," Pratt said. "We wanted to get there, but first we were forced to bemoan and writhe in that sanitized airport. I thought it would never end."

Later that night, we arrived in Zagreb. "It was thrilling, but scary at the same time," she added. As we cleared customs, the finality of our decision was upon us. "The thought of using the language was daunting," she said. "But in fact, it turned out to be very easy. The training and studying paid off better than ever expected."

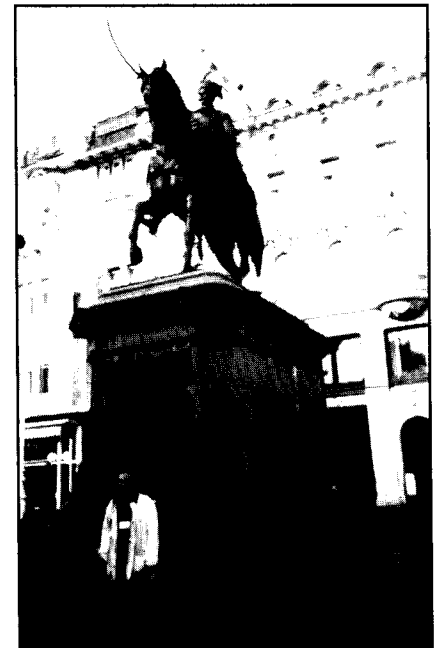
After spending the first night wandering the streets of Zagreb in awe, visiting historical sights and marveling at the cobblestoned main-square located at the city's heart, we stayed in a youth hostel. The next morning we set off, using local transportation to find our destination, Srketic home. "We had to take a tram out of the city and then a bus to her house located on the outskirts of town," Pratt said. "That was an adventure in itself."

Even though many Croats speak English, we didn't want to use our native

tongue. But that luxury changed when we visited Srketic's home. She didn't speak any English. Less than two hours into the visit it seemed as though we had made a terrible mistake. The sheer speed of her tongue was mind-numbing, while her barrage of questions put us at our wits' end. Finally we broke down and whispered in English as we tried to decipher the conversation.

Meanwhile something Potrebic said began to ring true. "Somehow, you have to communicate," she said. "You must overcome any and all difficulties." It turned out to be the truth. Less than a day after being immersed in the language, our heads were above the water and we were swimming, metaphorically speaking.

During the first few days we toured the capital. By all appearances, Zagreb is yet another exquisite Western-European city laden with history, elaborate facades,



Christopher Thomas stands in front of one of Zagreb's main monuments in the heart of the city. (Courtesy photo)

cobblestone roads and an institutionalized culture, but in fact it is all that and more. A hip, western-influenced and progressive city, Zagreb merges its tradition and culture with a modern and soaring spirit. "I was shocked," Pratt said when describing Zagreb's western influence.

A royal city with a history which dates back before 1094, Zagreb is now a burgeoning metropolis, home to a million-and-a-half residents. With its national theater, cathedrals, museums, assemblies, universities and other landmarks, Zagreb is the cultural heart of the region. But its businesses, clubs, shops, shopping districts and open-air market gives the city a unique dichotomy.

"It was such a thrill to be there," Pratt said. "The city is a work of art. I really haven't had the chance to travel throughout Europe, though I doubt I will ever top this trip."

Pratt, who spent time in Africa as a volunteer, likened the vacation as a once-in-a-lifetime opportunity. "It's difficult to define this wonderful place," she said. I agree.

The coast boasts of ancient vineyards, fields of lavender and depths of incomparable picturesque beauty that are almost indescribable, while Zagreb's narrow, winding streets offer splendid, though less-than panoramic views of its architectural gems.

The whirlwind seven-day country tour left little time for reflection, let alone relaxation. "We were on the move the whole time, meeting new people, visiting new and interesting places," Pratt said.

On one of the drearier winter days, we planned an overnight excursion to the coast, about a four-hour train ride from Zagreb.

Rijeka, a major port city located on the Northeast Coast of the Adriatic Sea, was the destination, or 20th stop if each delay and small-town stop in-between is included. From there a 30-minute bus ride navigated the weaving country roads up the coast to the resort town of Opatija. The former haven for the Austrian royalty still possesses her mystique and

charm. The sea and tourism are life there, and both are menacing and enchanting.

Opatija resembles a coastal paradise with its unique historical architecture, magnificent parks, charming cafes and warren of alleys, shops, restaurants, galleries and plazas. The cuisine is exotic with fish, shrimp and calamari as the main fare. Following the excursion, we returned to Zagreb and spent our last day appreciating the beauty and our new-found friends.

As each day passed, we felt increasingly comfortable with our language skills. Our ease in conversation was surprising to us, but not to the faculty here.

"To stay in a culture with people who don't speak your native language is an excellent learning process," Potrebic said, who majored in the English, Croatian and Serbian languages and literature. "Because you not only learn the language and the customs, but one has the opportunity to see how day-to-day life is lived and to participate in that life. Language skills will improve, even during a short visit."

Meanwhile, Serbian-Croatian coordinator Michael Vezilich said the chance to learn in Croatia only whetted everyone's tongue in the department.

"Nothing can compare with in-country experience," Vezilich said, recalling a time when he led groups of students to Croatia for summer-enrichment programs before he came to DLI. "The most gratifying thing for me as a teacher to see is when American students speak the language (Croatian)," he said. "People (Croatians) can't believe it. They are so surprised and supportive when people make an effort to use the language that it really boosts the confidence of the speaker."

That was true. Everyone was




DLIFLC Serbian-Croatian students Christopher Thomas and Deborah Pratt visit King Tomislav Square in Zagreb during a recent trip to Croatia.
(Courtesy photo)

shocked with our language abilities and returned our efforts with praise, patience and friendliness.

Vezilich, who hasn't had the opportunity to visit Croatia for seven years, said he was pleased to hear the nature of the people and their kindness hasn't changed. "I'm glad to see the Slavic hospitality is still there, even after the war," Vezilich said, describing the still unsettling situation in some parts of the war-torn former Yugoslavia.

Air Force Master Sgt. Dale Ritchie, Serbian-Croatian military language instructor, said he wishes every student had the opportunity to visit and learn in the country of the target language. "It's an invaluable teaching tool," he stated matter-of-factly. "It really makes a difference."

The memory of the trip and the people we met will remain in our minds and hearts long afterward. "The trip/vacation was really worth it," Pratt said. "I can't wait to go back." 

Video Teleconferencing Center reduces temporary duty expenses

By Leo Kodl

Administrative coordinator,
Visual Information Branch

Established in October 1995 the DLIFLC Video Teleconference Center (VTC) studio in Building 418 is state-of-the-art communications technology for live television, multi-site broadcasting. The VTC provides video, audio, computer-generated and hard-copy data transmission via fiber optics. As a member installation of the Defense Commercial Telecommunications Network (DCTN), DLIFLC is one of more than 300 other United States and overseas Defense Department VTC studios. Up to 25 VTC studios can be simultaneously connected for teleconferencing.

The Presidio of Monterey VTC studio is equipped with two 35-inch television monitors for video image display. Three high-resolution cameras are set up in the VTC studio: two for studio viewing, and one for transmission of hard copy, photographs, transparencies and 35mm data. Video recordings can be made of conferences for later view if required. The VTC studio accommodates 20 people comfortably.

Almost all Institute staff divisions have become frequent VTC users, since the facility offers a cost-effective, practical


alternative to expensive temporary duty (TDY) travel. Agencies such as the Naval Postgraduate School and the Defense Manpower Data Center (DMDC) also schedule the facilities.

Most VTC conferences are multi-point; that is, more than two DoD installations simultaneously participate. Most VTCs are multi-point conferences with 25 participating military installations simultaneously.

The Visual Information Branch's VTC studio has a capacity for 24 participants. It's fairly common for the studio to be filled beyond capacity to standing-room only. On the other hand, if designated participants are unable to attend a scheduled teleconference, arrangements may be made for a videotape of the conference to be provided for post-conference review.

When people use the studio, conferences cover every conceivable current DoD subject matter. However, many peripheral activities are also conducted with the VTC: for example, investigation interrogations, job interviews and special holiday family conferences.

DLIFLC's VTC is an on-call, 24-hour, seven day facility. Many teleconferences are conducted during non-normal duty hours, because of the time differences between the East and West Coasts and global time differentials.

For more information or to schedule studio time, call Leo Kodl at 242-5300. 

Official travel reimbursement rules explained

Joint Federal Travel Regulations require that travel arrangements for all official travel be purchased through the government-contracted commercial travel office (CTO). Soldiers and family members who elect to personally arrange and purchase tickets for official travel are required to use the government CTO if they wish to be reimbursed for their travel. Soldiers and family members who purchase tickets for official travel from a travel agent other than a government CTO risk not being reimbursed for travel.

To ensure all Army travelers are fully aware of the above requirement, the following statement must appear in all travel orders authorizing funded government travel (permanent change of station, temporary duty, emergencies and other funded leave programs):


"Official travel arrangements purchased through a commercial travel office (travel agency) not under contract to the government is not reimbursable."

Additionally, travelers must be advised by both their servicing personnel and transportation offices that use of a gov-

ernment CTO is mandatory when purchasing tickets for official travel; failure to use a government CTO when obtaining tickets for official travel may result in the soldier not being reimbursed.

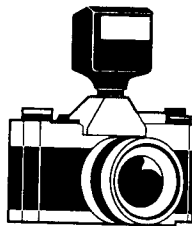
Even though travel is purchased through a government CTO, the soldier's reimbursement will be limited to the amount the government would have spent had the government arranged and purchased the tickets.

Current statements, in orders directing international travel, that advise "reimbursement for personally procured transportation will not exceed the Air Mobility Command tariff" are misleading and should not be used.

This is a Department of the Army Deputy Chief of Staff for Personnel (DCSPER), Deputy Chief of Staff for Logistics (DCSLOG) and Personnel Support Command (PERSCOM) coordinated message. Questions or comments regarding this action should be directed to the Transportation, Plans and Operations Division, Headquarters, PERSCOM, at DSN 221-0579/8979. 

SNAPSHOT

**FOCUS ON THE
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**



DLIFLC salutes Spc. JoAnn Naumann, an Arabic student, Company B, 229th Military Intelligence Battalion, as the Joint Service Junior Enlisted of the Quarter. (Photo by Bob Britton)



Air Force Staff Sgt. Christopher Thomas, a Serbian-Croatian student, 311th Training Squadron, recently was selected as the DLIFLC Joint Service Noncommissioned Officer of the Quarter. (Photo by Bob Britton)

(Left) Col. Daniel Devlin, DLIFLC/Presidio of Monterey commander and DLIFLC commandant, congratulates Dr. Martha Herzog, Dean of Asian School II and the Dean of Curriculum Instruction. Members of the POM Federal Women's Program recently selected Dr. Herzog as Supervisor of the Year. (Photo by Bob Britton)



Senior Army officer proud of her career, accomplishments

Story and photo by Bob Britton

March is National Women's History Month. To recognize women's accomplishments and achievements, we talked with the Monterey area's senior Army woman officer on military careers, challenges, highlights and advice to others -- Col. Ila Mettee-McCutchon.

Col. Ila Mettee-McCutchon, chief of the Base Realignment and Closure and Environmental Management, previously served as a brigade-level commander as the first Presidio of Monterey garrison commander from October 1994 to October 1996, and the DLIFLC and POM installation commander and DLIFLC commandant from December 1995 to March 1996.

Col. Mettee-McCutchon came on active duty in 1971 as a Women's Army Corps (WAC) officer. Female soldiers, both enlisted and officers, entered a different Army in the 1970s when they came into the WAC, an auxiliary corps to their male counterparts. At that time, these patriots were treated as second class citizens, had separate barracks, trained separately and often weren't integrated into regular units.

"We had to prove ourselves and do jobs better than men to be considered equal to them," she said. Many Military Occupational Specialties (MOSSs) were closed to us."

Col. Mettee-McCutchon's first duty assignment was at the Presidio of San Francisco, but she left more of an impact at her next duty station, Fort Bragg, N.C. Here she served with the 4th Psychological Operations Group, U.S. Army Special Operations Center.

"At Fort Bragg, I soon found out that female soldiers were treated differently and not given the same responsibilities as males, such as sergeant of the guard or staff duty officer," she said. "This made it appear we weren't pulling our weight. There were few female company commanders at the time. I helped change these shortfalls so women shared these responsibilities with males. I found

support among male officers for some of these changes, especially after the WAC disbanded and were integrated into the total Army concept."

After completing the Military Intelligence Officer Advanced Course, Col. Mettee-McCutchon returned to Fort Bragg for a second tour as a strategic analyst and served in different staff positions. She also became the first female to command a tactical military intelligence company in the 525th Military Intelligence Brigade (CEWI or communications, electronic warfare intelligence).

Progressing up the Army career ladder as she got promoted, she commanded at company, battalion and brigade levels. During one of her command assignments, she led the largest military intelligence battalion in the Army, the 741st Military Intelligence Battalion at Fort George G. Meade, Md.

Beside commanding troop units, Col. Mettee-McCutchon served in important leadership positions as a staff officer working alongside her peers. One of these assignments included being an original member of a team work-



Col. Ila Mettee-McCutchon, Director of the Base Realignment and Closure and Environmental Office, is proud of her Army career as a military intelligence officer.

ing on the AirLand Battle concept.

Col. Mettee-McCutchon is no stranger to joint service commands. She worked with personnel from other military services as the first female officer as the Chief, Joint Intelligence Center, U.S. Southern Command, Panama, which she completed in 1989. Then she became a battalion commander.

Before coming to the POM in October 1994, she served as Strategic Intelligence Officer, International Military Staff, NATO Headquarters, Brussels, Belgium. She became the recognized expert on Central/Eastern Europe, especially on political-military issues and their implications to NATO. She considered this as a challenging assignment working together with service personnel from other countries. In some nations, female officers didn't operate at high levels of decisions or negotiations like Americans.

Col. Mettee-McCutchon was the first female officer to serve as an action officer rather than in administration. She regularly briefed NATO's political community which consisted of each member country's ambassador to NATO.

Another challenging assignment came as the first POM Garrison Commander in October 1994 when the POM became a separate installation after the closure of Fort Ord. This position is considered as a brigade-level of command.

Her garrison staff dealt with several main issues: establishing a new U.S. Army Garrison, relocating offices and directorates from Fort Ord to the POM providing base operations support to DLIFLC and the POM, and transferring excess military property to outside civilian agencies. But the greatest challenge in Monterey was making the Presidio function as a separate installation after Fort Ord closed.

"My first responsibility was to organize the staff, make functional changes to make that happen and bring our installation up to Army and Training and Doctrine Command (TRADOC) standards," she said. "DLI had some turbulence and wasn't consistent with higher headquarters' directives and guidelines. These changes had to be made to bring us on line with other Army installations."

From December 1995 to March



Col. Ila Mettee-McCutchon, chief of the Base Realignment and Closure Office (BRAC) and Environmental Directorate, presents a certificate of appreciation to Pvt. 2 David Kopecky, Company B, 229th Military Intelligence Battalion, during this year's Volunteer Recognition Ceremony at the POM Annex Community Center May 8. (Photo by Mary Erner)

1996, Col. Mettee-McCutchon wore three hats: the garrison commander, the DLIFLC/POM installation commander and the DLIFLC commandant. Some people think this was an interim appointment, but this wasn't true.

"That's a misconception," she said. "I wasn't an interim commander/commandant. I was appointed as the commander/commandant by TRADOC and higher headquarters. The Army had not yet found someone to become commandant of DLI. Until they did, I was the commander/commandant, although for only a few months."

Col. Daniel Devlin, the present DLIFLC/Presidio commander and DLIFLC commandant, took over in March 1996. With this change of command, Col. Mettee-McCutchon concentrated on running the garrison and its base support operations until October 1996 when Col. David Gross became the new garrison commander. However, she remained in the area as the new chief of the BRAC and Environmental Directorate to continue the Fort Ord cleanup and to guide the process of turning over excess federal property.

Col. Mettee-McCutchon juggles

three careers and finds time for all. She's the professional Army officer as the chief of the BRAC/Environmental Directorate, the spouse of a retired Army officer and the mother of an 18-year-old senior at Monterey High School. "I'm more proud of my daughter, Erin, than other accomplishments," she said.

She offers this advice for other women to follow military careers:

"Make the most of your opportunities, look for difficult and challenging job assignments and believe in yourself and your capabilities," she said. "Some career fields are still closed to women, but more have opened to us within the past several years."

"I think women should be allowed to compete for more job careers, but we must meet the same physical and mental demands and standards," she continued. "Jobs should be offered to anyone capable of meeting job requirements. If a female wants to go through Ranger School, she should meet the same graduation requirements as male counterparts. I also encourage females to find good mentors and learn from their experiences. Hoo-ah!"



Presidio Federal Women's Program recognizes outstanding leaders

Story and photos by Bob Britton

The Presidio of Monterey's Federal Women's Program honored an Air Force major, an environmentalist and a dean as outstanding women during a ceremony at Weckerling Center March 27. March is also National Women's History Month.

Delpina White, chairperson of the DLIFLC Federal Women's Program, hosted the ceremony and introduced guest speaker, Air Force Maj. Cindy Baker, the former Associate Dean of Asian School II.

Maj. Baker talked about her dual career as an elementary and high school art teacher and as an Air Force officer. She graduated from high school in 1964 and Ball State University in Muncie, Ind., in 1968 with a degree in art.

"Growing up as a kid, I wanted to be like Roy Rogers and ride my horse, Major," said Baker, "My mother sat me down and told me I couldn't do that, but he was always my idol."

After college graduation, Baker spent the next 12 years as an art teacher in elementary, junior high and high school in Indiana. She later became a school district's art coordinator.

Late in her first career, she thought about changing directions and looking for more challenges. She thought about the Air Force with its high standards and sense of truth, justice and freedom.

After she visited an Air Force recruiter at age 34, he said that she was too old to be accepted into the service without an age waiver. Baker told the recruiter to give her the test forms. She took the test and later passed the physical exam. When the test results came



Col. Daniel Devlin, DLIFLC/POM Commander and DLIFLC Commandant, presents Certificate of Appreciation to Gail Youngblood.

back, Baker found out she achieved the highest score ever for an Air Force entrance exam up to that time. These results stunned the recruiter who told her the Air Force was interested in her as a future officer. But the pessimistic recruiter kept telling her she would never get the age waiver approved. Undaunted, Baker received word the service would give her an age waiver. She received her commission at age 34 in 1980.

"My Air Force career has been outstanding and full of challenges," said Baker. "Anyone can set high goals and achieve them with persistence and patience. My advice to other women is pick at least one positive role-model mentor, set short-term and long-term career goals, never compromise values and standards and keep a clear focus on your personal goals."

After Baker's talk on dual careers, the Federal Women's Program and Col. Daniel Devlin, DLIFLC/Presidio Instal-



Maj. Cindy Baker

lation Commander and DLIFLC Commandant, honored Gail Youngblood, the Base Realignment and Closure Environmental Coordinator, as the Outstanding Woman of the Year. Youngblood works with money, the environment and the cleanup of Fort Ord, which is five years ahead of schedule.

"This award is a real honor for me," said Youngblood. "My boss, Jim Willison, submitted the paperwork and recommended me for this award. I love my work and the people I work with. In the 1980s my mother won a similar honor while working at Port Hueneme, Calif."

Dr. Martha Herzog, the Dean of Curriculum Instruction and Asian School II, received recognition as the DLIFLC organization's Supervisor of the Year.

Herzog demonstrates excellent management abilities and is quite knowledgeable about everything happening at the POM. She manages two schools at the same time and recently introduced new technologies into her schools, according to White. 🐼

Sailors get out of the office, onto the playing field

*Twice a week yeoman get away from their computers,
Seabees put down their power tools,
and mess management specialists get out of the kitchen.*

**Story and photo by
Petty Officer 1st Class Diane Jacobs
Naval Postgraduate School PAO Office**

They all play basketball, softball, golf and volleyball, in the Naval Support Activity - Monterey Bay "Captain's Cup" sports program.

Morale, Welfare and Recreation (MWR) sponsors the year-round program. This is open to all active-duty members assigned to NSA-MB and tenant commands, including the Fleet Numerical, Meteorological, Oceanographic Center; the Dental Clinic; the Personnel Support Detachment; the Naval Security Group Detachment and the Naval Medical Administrative Unit at the Presidio of Monterey.

"Family members who are 18 years of age and older may also participate," says Petty Officer 2nd Class George Fehrenbacher, "Captain's Cup" coordinator. "And, we encourage both men and women to participate. 'Captain's Cup' is a participation sport (program) for anybody to come out and play. Let everyone come out and join the fun. People who want higher competition can sign up for the intramural program, or sign up for a team in town."


The program just wrapped up its basketball season and volleyball season is now in full gear. Softball will follow volleyball with golf ending the four-sport cycle for another year. Games are played Mondays through Thursdays, starting at

3:30 p.m.

"There are no fees, because MWR sponsors the program and provides referees for basketball and volleyball. As for softball, we umpire our own games, except when it comes to the tournament at the end of the season," Fehrenbacher explained.

At the end of the regular season of each sport, all teams battle it out fresh in

a double-elimination tournament. The winner of the tournament takes home the "Captain's Cup" trophy until another winner is determined in the next sport.

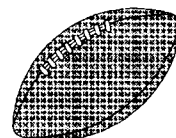
Fehrenbacher encourages anyone interested in the program to give him a call at 656-2386 or 656-2689. He can also be reached via e-mail at: tkidney@nps.navy.mil. 



The Naval Security Group Detachment basketball team poses with the Naval Support Activity Monterey Bay "Captain's Cup" trophy, after receiving it from the NSAMB commanding officer. Representing NSGD are (left to right) Lamar McWhite, Michael Williams, Erick Edwards, Jeff Crow and Willie Beckwood. The NSGD team is the first to receive the new trophy, awarded to the team which wins the end-of-season tournament held after the regular season in four team sports -- basketball, volleyball, softball and golf -- at the Naval Postgraduate School. (Photo by Petty Officer 1st Class Diane Jacobs)

Bravo gridiron team captures DLIFLC flag football crown

By Petty Officer 1st Class
T.E. "Scoop" Hansen



DLIFLC 1997 FLAG FOOTBALL FINAL TEAM STANDINGS

Using an opportunistic offense and a stingy defense, the 229th Military Intelligence Battalion's Bravo Company came out on top as the Presidio of Monterey's 1997 Flag Football champions — both during the regular season and post season single-elimination tournament. Bravo Company won the title by defeating Delta Company, 24-6 on March 15 at the POM Annex football field located on the former Fort Ord.

Bravo began their tournament run by running over Charlie Company. They then edged Fort Hunter Liggett, 21-14 in a well played game. This win placed them in the championship tilt against Delta Company. Delta made it to the big game with tough wins over Air Force and the defending champion Marine Corps Detachment.

"We were quite surprised to be playing Delta Company in the championship game because we beat them rather handily during the regular season," said co-coach and fullback/linebacker David Geers, a private first class and Arabic student. "They played an awesome game in edging the Marine Corps, 14-13 in the semi-final. They definitely deserved to be playing for the title with that win!"

In the championship game, Bravo Company scored on their third possession and held a 14-0 halftime lead. They added a touchdown and field goal in the second half for their 24 points while Delta Company broke up the bid for a shutout by scoring a touchdown late in the game.

"We played well as a team all season and nobody would ever get down on anyone. We had between 19 and 25 play-

<u>TEAM</u>	<u>WON</u>	<u>LOST</u>	<u>PCT.</u>	
<u>GB</u>				
Bravo Co.	6	1	.857	-
MCD	4	2	.667	1.5
NSGD	4	2	.667	1.5
FHL	4	2	.667	1.5
Delta Co.	4	3	.571	2
Air Force	4	3	.571	2
HHC	3	3	.500	2.5
Foxtrot Co.	3	4	.429	3
Alpha Co.	3	4	.429	3
Charlie Co.	1	5	.167	4.5

ers depending on who was injured or couldn't make a game. They were always very optimistic. I'd say that teamwork was our strongest trait," said co-coach and linebacker/center Eric McKown, a specialist studying Arabic. "We didn't have any superstar or spectacular player but a bunch of good players. Although we lost some key people during the season for a game or two due to injuries or other commitments, we were able to overcome.

"We also practiced a lot and stressed technique and fundamentals for the entire first month of practices," he noted. "One other thing that I would like to mention is that we did have a strong offensive line that was quick and played well as a unit. We weren't that big but we were cohesive. We ran the ball probably 85 percent of the time, but when we did pass, our

quarterback had all day to sit back in the pocket and search the field for his target."

McKown said only a couple of Bravo players had any college football experience and only a handful had played at the high school level. "We had some players performing on the gridiron for the first time ever and they did a superb job of picking up the game and playing well!"

Geers said Bravo's game plan was simple.

"We had average speed with a couple of fast players and our defense was resilient with the 'bend but do not break' philosophy," he mentioned. "We really didn't run any complex plays but rather really simple ones. Our offense ran mainly out of an I-formation or

single back set and our defense was stingy.

"I really was surprised at how our season progressed," he continued. "I thought we would be a little better than a .500 team. However, after our first game, we improved all season long. McKown agreed. "We didn't peak at any certain time of the season," he said. "We stayed on a level plain and maintained at a certain point while other teams lost that competitive peak or edge half way through the season. Plus, we stayed fairly consistant with our lineup during the entire season. The on-going turnover rate of students here can make things hard, specifically during a long season if you lose a player that you rely on in a key position."

According to Geers, there were two games other than the championship contest that stood out for the team. "We were really fired up for the game against the Marine Corps because of their reputation as having dominated the flag-football league out here for so long," he said. "Also, as well as being fired up about playing Delta Company in the championship, we were revved up for them during our regular season match due to a lot of competitive talk. Many of their players were formerly in our company."

Both McKown and Geers wanted to thank Bravo Company and all the spouses for their support during the season. "We had great support from our entire chain of command and were given the time needed to practice and become a very good football team," McKown said.

"It was a good season and it looked to me as if most all the players enjoyed themselves," said DLIFLC Athletic Director Dave Fickel. "Even with the logistics such as the transportation of players and equipment to the Presidio of Monterey Annex — all went quite smoothly. It was definitely a very competitive season and there were some very good teams battling it out. Bravo Company had a great season and they were a very talented team. My congratulations to them." 🏆

Marine Corps Detachment wins DLIFLC Hoops Championship

By Petty Officer 1st Class T.E.

"Scoop" Hansen

The 1997 DLIFLC basketball season recently came to a climax and when all was said and done, the only team standing was "The Few, The Proud, The Marines." The Leathernecks avenged last season's championship loss to Foxtrot Company turning the tables on them by a 54-43 count, April 16 at the Price Fitness Center Gym.

Last season, Foxtrot nipped the Marines, 66-65 in the title game. However, this day and season belonged to the Marines who finished tied for second during the regular season with a 7-3 record. According to DLIFLC Athletic Director Dave Fickel, Foxtrot really pulled a reversal of fortune after finishing dead last during the regular season at 1-9. "That record is somewhat misleading due to the fact they had quite a turnover of players transferring in who were pretty good basketball players," he said. "It was a competitive league and season and the Marines showed their toughness in the tournament."

The Corps began their march to the championship with a 53-49 win over Alpha Company. They then downed their arch-rivals from the Naval Security Group Detachment by a 53-42 score. Next the Marines played Foxtrot Company for the first time in the tournament and came away with a 57-43 triumph. This placed them in the championship tilt where they awaited Foxtrot. The soldiers of F Company began their path to the championship by first beating Bravo Company, 46-32. They then dribbled past Delta Company by a 53-46 score. After this win, Foxtrot whipped up on the Air Force by 20 points with a 67-47 victory before bowing to the Corps, 57-43. They bounced back with a hard fought 68-66



win over Echo Company which earned them the right to face off with the Marines once again in the big game which the Marines took, 54-43. 🏆

DLI BASKETBALL SEASON FINAL STANDINGS

TEAM	WON	LOST	PCT.	GB
Air Force #1	8	2	.800	-
Echo Co.	8	2	.800	-
MCD	7	3	.700	1
Alpha Co.	7	3	.700	1
Delta Co.	7	3	.700	1
Bravo Co.	4	6	.400	4
Air Force #2	4	6	.400	4
NSGD	4	6	.400	4
HHC	3	7	.300	5
Charlie Co.	2	8	.200	6
Foxtrot Co.	1	9	.100	7



Col. Daniel Devlin, DLIFLC/Presidio of Monterey Commander and DLIFLC Commandant, pins the Defense Superior Service Medal on Command Sgt. Maj. Thomas Bugary upon his retirement in April. Bugary's wife Claire proudly looks on. (Photo by Mary Erner)

**2nd Quarter Joint Service
NCO/Junior Enlisted selectees:**

NCO:

Thomas, Christopher, Staff Sgt., USAF, Serbian-Croatian student, 311th MTS

JUNIOR ENLISTED:

Naumann, JoAnn, Spc., USA, Arabic student, Co. B., 229th MI Bn.

CONTENDERS:

Spangler, Anthony, Petty Officer 2nd Class, USN, Thai student, NSGD

Hubick, William, Airman 1st Class, USAF, Chinese-Mandarin student, 311th MTS

Mullins, Dusti, Seaman, USN, Persian-Farsi student, NSGD

Congratulations to all service members.

Defense Meritorious Service Medal:

Lang, Jonathan, Lt. Col., USA
Praksti, Stephen, Sgt. Maj., USA
Lange, Brian, Staff Sgt., USA
Willsey, Keith, Staff Sgt., USAF

Meritorious Service Medal:

Scott, Michael, Maj., USA
Carr, Michael, Capt., USA
Montano, Charlotte, Sgt. 1st Class, USA

Joint Service Commendation Medal:

Huddleston, Curtis, Staff Sgt., USA
Megarmorales, Barbara, Spc., USA

Joint Service Achievement Medal:

Portal, Johnny, Staff Sgt., USA

Military Outstanding Volunteer Service Medal:

Isler, Jack, Lt. Col., USA
Elliott, Jeffrey, Capt., USA
Dillard, David, Sgt., USA

Commandant's Coin of Excellence:

Clark, William, Sgt. 1st Class, USA
Criswell, Raymond, Sgt. 1st Class, USA
Nolan, Richard, Sgt. 1st Class, USA

Dean's Honor Roll

ARABIC

3rd Semester

Blessing, Racheal, Pfc.
Collins, Jarred, Spc.
Crichton, Michael, Pfc.
Curtis, Christopher, Spc.
Curtis, Jennifer, Spc.
Ewers, Michael, Lance Cpl.
Hayes, Benjamin, Pfc.
Hobley, Lorne, Sgt.
Lance, Lane, Maj.
Lynch, David, Jr., Pfc.
Mackinnon, Jay, Airman 1st Class
Martin, Yann, Airman 1st Class
Mattler, Lisa, Airman 1st Class
Pick, Daniel, Capt.
Smith, Eric, Sgt.
Veltri, John, Warrant Officer 1
Williamson, Amy, Pfc.

CZECH

3rd Semester

Bergeson, Mark, Capt.
Bergeson, Nancy, Civilian
Reynolds, Joseph, Staff Sgt.

FRENCH

1st Semester

Davis, Carlotta, Civilian
Davis, Charles, Capt.
Gamez, Irene, Civilian
Porcaro, David, Lt.
Ryan, Joseph, Master Sgt.

GERMAN

3rd Semester

Sullivan, Patrick, Capt.

JAPANESE

1st Semester

Patterson, Kimbra, Capt.

KOREAN

3rd Semester

Buffardi, Carmen, Airman
Burge, George, Spc.
Carman, Michael, Pfc.

Cassidy, Masami, Civilian
Cook, Jerrett, Pfc.
Davidson, Glen, Sgt. 1st Class
Frazier, Steven, Spc.
Gunnells, Kevin, Pfc.
Jeter, Krista, Airman, 1st Class
Jones, Joseph, Lance Cpl.
Lange, David, Pfc.
Mallon, Thomas, Seaman
Sherman, Alexander, Spc.
Silagi, Michael, Seaman
Tivel, Damon, Pfc.
Tucker, Heath, Sgt.

PERSIAN-FARSI

1st Semester

Beck, Derek, Seaman
Cantwell, Tara, Pvt. 2
Cowen, Philip, Spc.
Gifford, Jason, Airman 1st Class
Graham, Russell, Pvt. 2
Hoopes, John, Lt.
Lynch, Robert, Pvt. 2
Murray, Jason, Pvt. 2
Rudman, Brett, Spc.

RUSSIAN

2nd Semester

Towe, Gregory, Airman 1st Class

RUSSIAN

3rd Semester

Bordovsky, Patrik, Airman 1st Class
Boyden, Michael, Airman 1st Class
Frazier, James, Spc.
John, Josiah, Pfc.
Jones, Rebeca, Pfc.
Kallestad, Adam, Seaman
Loring, Steven, Pfc.
Powers, William, Pfc.
Roberts, Patrick, Spc.
Rose, Eric, Pfc.

SPANISH

1st Semester

Atchison, Michael, Spc.
Bautista, Emmanuel, Lt.
Blackburn, Eric, Lance Cpl.

Block, Rachel, Pvt. 2
Brandon, Erica, Senior Airman
Brewer, Michael, Spc.
Cervantez, B., Pfc.
Dececco, Paul, Capt.
Domin, Hollie, Senior, Airman
Dunlap, Jaime, Pvt. 2
Farley, Ryan, Pvt. 2
Garcia, Damian, Pvt. 2
Garcia, Marianne, Pfc.
Gianfagna, A., Pvt. 2
Hawkins, Zachary, Pvt. 2
Klinger, Jaime, Seaman Apprentice
Macmullen, Robert, Spc.
Martinez, Michelle, Airman 1st Class
Mckinney, Robert, Seaman Apprentice
Middleton, Joseph, Pvt.
Mroch, Raymond, Pfc.
Mulig, Jeanette, Pvt. 2
Pinkston, Pamela, Seaman Apprentice
Prater, Stacy, Civilian
Sarabia, Claudia, Civilian
Sarabia, George, Capt.
Schmidt, Robert, Capt.
Webb, Ross, Pvt.
Webster, Natasha, Capt.

SPANISH

3rd Semester

Aylesbury, Toby, Pvt. 2
Calderon, David, Jr., Spc.
Card, Deborah, Pvt. 2
Farley, Mark, Seaman Apprentice
Gibson, David, Capt.
Grimm, Johann, Spc.
Maloney, Keri, Spc.
Neeld, Daniel, Seaman Apprentice
Parmenter, Robert, Pvt. 2
Riedel, Curtis, Capt.
Stock, Garrin, Pvt.

Graduations

ARABIC

Beard, Christopher, Cpl.
Berry, Richard III, Spc.
Blessing, Racheal, Pfc.
Caviglia, Vincent, Pfc.
Collins, Catherine, Spc.
Collins, Jarred, Spc.
Crichton, Michael, Pfc.
Curtis, Christopher, Spc.
Curtis, Jennifer, Spc.
Dluhy, Joyce, Pfc.
Ewers, Michael, Lance Cpl.
Fair, Eric, Spc.
Fassett, Richard, Airman 1st Class
Gallegos, Ernest, Staff Sgt.
Hayes, Benjamin, Pfc.
Hobley, Lorne, Sgt.
Jalbert, Meagan, Pfc.
Joy, Nicholas, Airman 1st Class
LaForge, Julie, Pfc.
Lance, Lane, Maj.
Lynch, David Jr., Pfc.
MacKinnon, Jay, Airman 1st Class
Malas, John Jr., Spc.
Martin, Yann, Airman 1st Class
Mattler, Lisa, Airman 1st Class
Miller, Jannine, Pfc.
Miller, Donald Jr., Pfc.
Mogilewski, Scot, Lance Cpl.
Monroy, Jose, Spc.
Morris, Gabriel, Pfc.
Muhammad, B., Airman 1st Class
Porterfield, Melanie, Spc.
Prosser, David, Pfc.
Reyes, Angela, Pfc.
Reynolds, Sean, Lance Cpl.
Schuster, Richard, Airman 1st Class
Smith, Eric, Sgt.
Smith, Heidi, Pfc.
Somerville, Shawn, Staff Sgt.
Sorensen, Joshua, Pfc.
Stayanovich, Jason, Lance Cpl.
Swartzlander, Lisa, Pfc.
Valdillez, Anthony Jr., Cpl.
Veltri, John, Warrant Officer 1
Voshell, Joanna, Pfc.
Williams, Elizabeth, Pfc.
Williamson, Amy, Pfc.

CZECH

Bergeson, Mark, Capt.
Bergeson, Nancy, Civilian
Reynolds, Joseph III, Staff Sgt.
Rose, Joy, Pfc.

GERMAN

DaSilva, William, Pfc.
Frew, Thomas, Petty Officer 2nd Class
Fullmer, Bradley, Petty Officer 2nd Class
Hairr, Cynthia, Civilian
Hairr, Michael, Maj.
Johnson, Michael, Capt.
Kern, William, Maj.
Plummer, Scott, Petty Officer 1st Class
Sargent, Gary, Capt.
Saunders, Jeffrey, Capt.
Sorenson, Nils, Maj.
Stone, James, Senior Chief Petty Officer
Sullivan, Patrick, Capt.
Watkins, Mark, Capt.
Wright, Michael, Capt.

ITALIAN

Christensen, Brian, Lt.
Josephs, Mark, Ensign
Knauss, P., Lt. j.g.
Kowalczyk, Daniel, Sgt.
Lee, Christopher, Petty Officer 2nd Class
Segarra, Armando, Lt. Cmdr.
Stethem, Kenneth, Chief Petty Officer
Swolak, Peter, Capt.

JAPANESE

Ariola, Roland, Seaman Apprentice
Blair, Mark, Capt.
Blair, Mary, Civilian
Bodeman, Wesley, Spc.
Briganti, Douglas, Seaman Apprentice
Cassidy, Thomas III, Maj.
Cruthirds, Horice, Capt.
Detata, David, Capt.
Futa, Lawrence, Seaman Apprentice

KOREAN

Atyeo, Brandon, Pfc.
Badell, Matthew, Pfc.
Beard, David, Pfc.
Bishop, Jesse, Airman 1st Class

Burge, George, Spc.
Buscher, Charles, Seaman
Caetano, Raymond, Pfc.
Carman, Michael, Pfc.
Cook, Jerrett, Pfc.
Frazier, Steven, Spc.
Frensky, Jessica, Airman 1st Class
Gunnells, Kevin, Pfc.
Houchin, Steven, Airman 1st Class
Howell, Brandon, Pfc.
Jeter, Krista, Airman 1st Class
Jones, Joseph, Lance Cpl.
Keng, Shawn, Airman 1st Class
Kubin, Jennifer, Lance Cpl.
MacDonald, Ian, Airman 1st Class
Mallon, Thomas, Seaman
Martin, Billy Jr., Spc.
Mennen, Daryl, Pfc.
Morykin, Danielle, Airman 1st Class
Naylor, Michael, Pfc.
Nixon, Clinton, Pfc.
Nystrom, Natalie, Airman 1st Class
Petosky, Eric, Airman 1st Class
Plant, Kristopher, Lance Cpl.
Quatman, Monica, Airman 1st Class
Sebourn, Joseph, Pfc.
Sherman, Alexander, Spc.
Silagi, Michael, Seaman
Timmons, David, Pfc.
Tomaszewski, Matthew, Spc.
Tucker, Heath, Sgt.
Tucker, Ingra, Spc.
Varma, Saritha, Pfc.
Whalen, Karen, Airman 1st Class

PERSIAN-FARSI

Allen, Jason, Spc.
Amorosi, Craig, Pfc.
DeLeon, Adrian, Pfc.
DeValle, Marcos, Spc.
Dewever, Kevin, Airman 1st Class
Diehl, William, Lt.
Faunce, Jason, Spc.
Fuller, Eric, Airman 1st Class
Gomm, Edward, Pfc.
Harris, Erica, Airman 1st Class
Johnston, Justin, Pfc.
Kicklighter, Henry, Spc.
Kjosa, David, Airman 1st Class

Krebs, Amy, Spc.
 Kuter, Rachel, Pfc.
 Lardizabal, Jeffrey, Spc.
 Lynch, Hellena, Seaman
 Mays, David, Spc.
 Morris, Daniel, Spc.
 Mullins, Dusti, Seaman
 Paquet, Denis, Seaman
 Price, Daniel, Airman 1st Class
 Sadeghzadeh, Amy, Seaman
 Smith, Julia, Pfc.
 Street, Christine, Spc.
 Trosien, Mark, Airman 1st Class

RUSSIAN

Allen, Jeffrey, Airman
 Backus, Paul, Pfc.
 Bland, Leora, Pvt. 2
 Bordovsky, Patrik, Airman 1st Class
 Bowland, Kenneth Jr., Pfc.
 Buck, Gregory, Pfc.
 Butler, William, Pfc.
 Capehart, John, Airman 1st Class
 Chance, David, Pfc.
 Donald, Heather, Pfc.
 Ellis, Steven Jr., Spc.
 Frazier, James, Spc.
 Hardy, Carrie, Airman 1st Class
 Jones, Rebeca, Pfc.
 Kalina, James, Pvt. 2
 Kallestad, Adam, Seaman
 Klinck, Christopher, Spc.
 Knudsen, Charles, Pfc.
 Linster, Shaun, Pfc.
 Malin, Penny, Pfc.
 Miroballi, June, Pfc.
 Moore, Kimberly, Pfc.
 Moore, Nelson, Spc.
 Pedro, Heather, Pfc.
 Roberts, Patrick, Spc.
 Rose, Eric, Pfc.
 Roxby, Veronica, Pfc.
 Rumore, Dorian, Pfc.
 Schwerdt, Elizabeth, Spc.
 Smith, Joseph, Spc.
 Tabor, Cheryl, Pfc.
 Tomaro, Rachael, Airman 1st Class
 Tudose, Corneliu, Staff Sgt.
 Wood, Mark Jr., Pfc.
 Youngquist, Niccole, Pfc.
 Zimmerman, Kathryn, Pfc.

RUSSIAN (Intermediate)

Mugerman, Vitaly, Seaman Apprentice
 Oquist, David, Tech. Sgt.
 Osborne, Randall, Senior Airman
 Steffler, Matthew, Senior Airman
 Yamada, Yoshiyuki, Civilian

RUSSIAN (Extended)

Kirkland, Seth, Petty Officer 3rd Class
 Morrison, Adam, Petty Officer 3rd Class

SPANISH

Abercrombie, Stephen, Pvt. 2
 Adams, Robert, Lt. Col.
 Anderson, Andrea, Spc.
 Belin, George, Capt.
 Blair, Linda, Pfc.
 Blankenship, Danielle, Pvt. 2
 Boike, Kiyomi, Pvt. 2
 Booth, Alison, Pvt. 2
 Carr, Tony, Pvt. 2
 Clasen, Troy, Spc.
 Cooper, Elizabeth, Spc.
 Cordery, Amanda, Seaman Apprentice
 Cuellar, Rodrigo, Pvt. 2
 Elliott, Barry, Seaman
 Fortado, Theodore, Sgt.
 Fortini, Ellen, Spc.
 Ganzer, Steven, Pfc.
 Gomer, Nathan, Senior Airman
 Grizzard, Geoffrey, Lt.
 Grizzard, Jacquelyn, Civilian
 Hewitt, Michelle, Seaman
 Hightower, Rudy II, Lt.
 James, Monett, Pvt. 2
 Johnson, Kevin, Lt.
 Kent, Linda, Pfc.
 Kerwin, Timothy, Spc.
 Koob, Karen, Spc.
 Lamb, Mark, Spc.
 Lowrance, Monica, Spc.
 Manasses, Dean, Seaman Apprentice
 Martiuk, Wolodimir Jr., Civilian
 McKelvey, Adria, Pvt. 2
 Mercer, Ronald Jr., Pvt. 2
 Mitchell, Shannon, Pvt. 2
 Moritz,

THAI

Claycomb, Donald, Sgt. 1st Class
 Hunsaker, Clifford, Airman 1st Class

Lapp, James, Petty Officer 1st Class
 Smith, Christopher, Sgt. 1st Class
 Toth, Stephen Jr., Staff Sgt.

GLOBE

The

GLOBE

magazine and *Community News* newsletter are now available on the World Wide Web through the Presidio of Monterey's home page by accessing <http://pom-www.army.mil> on the worldwide web.

Information on the Defense Language Institute Foreign Language Center and LingNet can be obtained by accessing <http://dli.army.mil> on the worldwide web.

Information and membership applications can be accessed for the Stilwell Chapter of the Association of the United States Army through the Presidio of Monterey home page.

Presidio of Monterey
Community News

PUBLIC AFFAIRS OFFICE

Defense Language Institute Foreign Language Center
Presidio of Monterey, CA 93944-5006

OFFICIAL BUSINESS



(L-R) Retired Maj. Gen. G. Walter Titus, California State President, Association of the U.S. Army (AUSA), presents an AUSA public relations plaque to Michael J. Murphy, DLIFLC Public Affairs Officer, and Bob Britton, Globe magazine editor. (Photo by Al Macks)